

FACT

Formative Assessment for California Teachers



USER'S GUIDE



Foreword

Formative Assessment for California Teachers (FACT) is a performance-based, formative assessment and support system developed collaboratively by practitioners and researchers throughout the state, under the direction of the California Department of Education and the Commission on Teacher Credentialing. The FACT System is the second generation of California's long-standing formative assessment system, the *California Formative Assessment and Support System for Teachers* (CFASST). The FACT System showcases assessment processes originally developed in California by California educators working with both Educational Testing Services and West Ed research agencies.

The development of FACT is an example of teachers, universities, research agencies, and state agencies working together to produce useful, high-quality tools to support the professional development of teachers. The contributions of these agencies and dedicated California educators are greatly appreciated.

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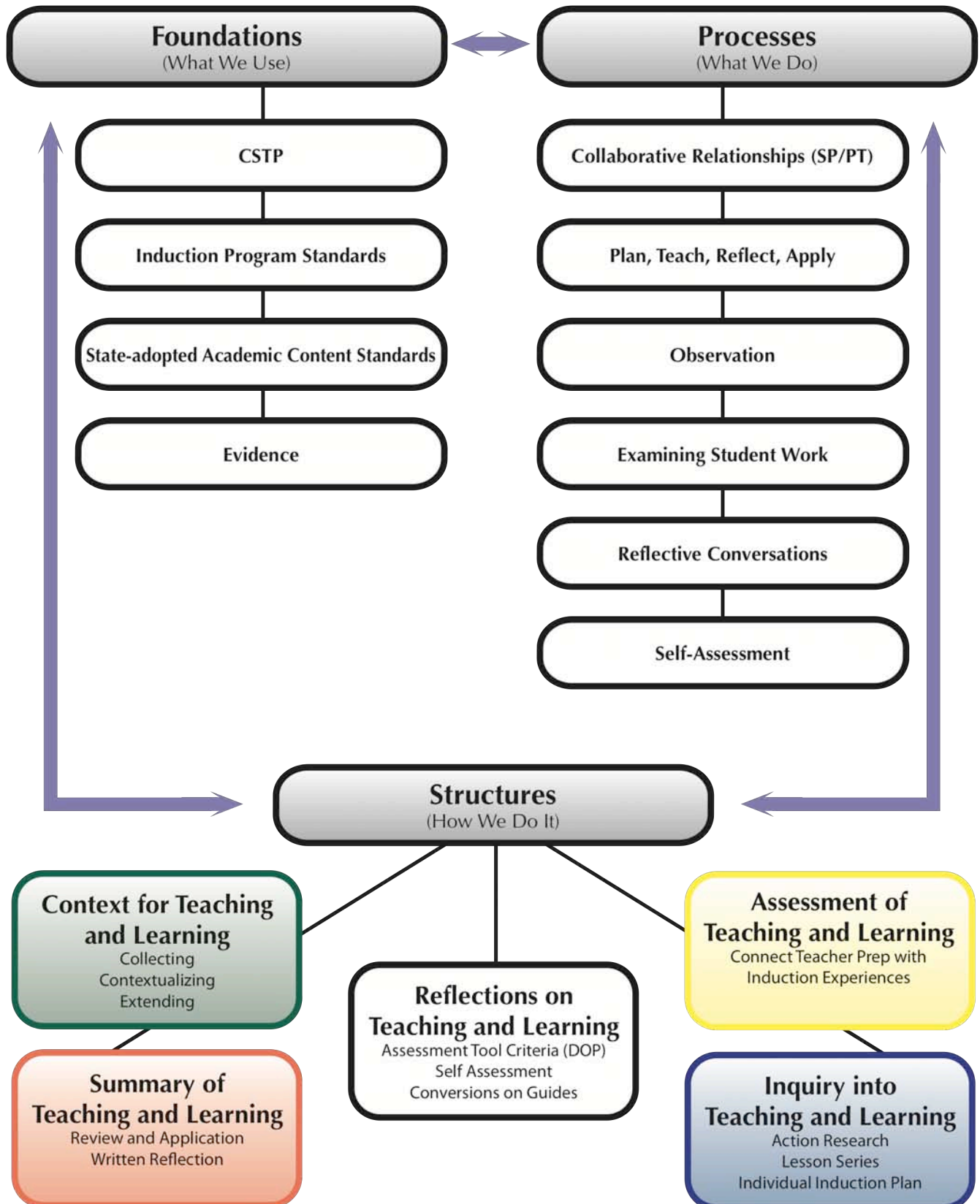
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The **F****A****C****T** System

Formative Assessment for California Teachers

FACT Conceptual Framework



Teaching involves a search for meaning in the world. Teaching is a life project, a calling, a vocation that is an organizing center of all other activities. Teaching is past and future, as well as present; it is background as well as foreground; it is depth as well as surface. Teaching is pain and humor, joy and anger, dreariness and epiphany. Teaching is world building; it is architecture and design; it is purpose and moral enterprise. Teaching is a way of being in the world that breaks through the boundaries of the traditional job and in the process redefines all life and teaching itself.

--William Ayers

What are the benefits of participation in Induction?

The journey of the professional educator requires a vigorous commitment to life-long learning about teaching practice and student achievement. During the induction period, participating teachers build habits of mind, as they examine and reflect on activities within their classroom. Demonstration and application of knowledge acquired during teacher preparation is a key characteristic of the Induction years.

The Formative Assessment for California Teachers (FACT) System focuses on the development of a teacher's practice, combining reflective assessment and support, to help them improve their skills. Through a structured series of critical thinking tasks completed with the assistance of a trained support provider, participating teachers deepen their understanding and application of: Induction Program Standards (IPS); the California Standards for the Teaching Profession (CSTP); the state-adopted academic content standards for students; and, the curriculum frameworks. The primary focus of the FACT System is the application of these standards through the ongoing process of planning and teaching lessons, reflecting on the results, and making informed changes to future practice, based on evidence.

What is FACT?

The FACT System guides teachers in their growth as professionals, focuses on meeting the learning needs of all students, and promotes reflective practitioners. Participating teachers engage in an ongoing learning process that follows a cycle of plan, teach, reflect, and apply. With the assistance of a support provider, participating teachers identify areas of strength and growth, and complete an Individual Induction Plan (IIP) for their research and professional development that is focused on the California Standards for the Teaching Profession (CSTP) and the Induction Program Standards (IPS).

The FACT System is composed of four modules (see chart on page 7). The **Assessment of Teaching and Learning** module bridges teacher preparation with the induction experience as teachers reflect on what they know and determine the current level of their teaching practice. This assessment builds a foundation for future growth related to teaching standards.

While focusing on their teaching practice in the first module, participating teachers also address the **Context for Teaching and Learning** module where they gather information about their class, and the organization and resources of the school, district, and community. This contextual analysis guides and informs participating teachers as they engage in subsequent FACT activities.

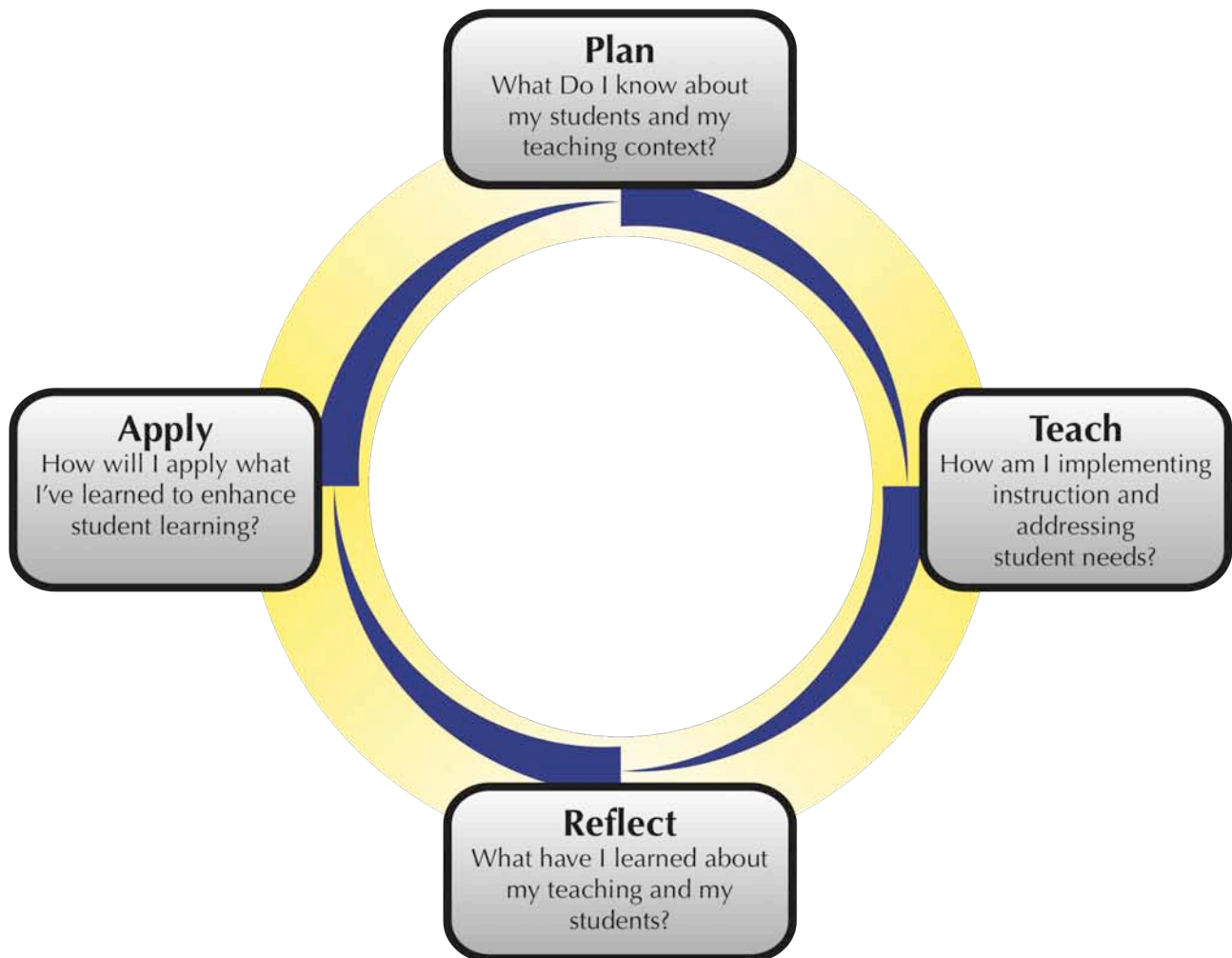
In the **Inquiry into Teaching and Learning** module, participating teachers assess their practice against a set of specific criteria, and select an area for an in-depth inquiry. This investigation follows an action research model, allowing participating teachers to research questions pertinent to their classroom needs. The results of the inquiry guide the participating teacher's professional development as they explore the impact of their instruction on student achievement.

The final module, **Summary of Teaching and Learning**, is an end-of-year reflection. Participating teachers review the results of the inquiries, consider the data collected, identify best teaching practices, and assess the impact of formative assessment on their teaching practice.

What is the Plan-Teach-Reflect-Apply Cycle?

The Plan-Teach-Reflect-Apply Cycle* is the structure that underlies all of the FACT System processes. As participating teachers progress through the FACT System, they follow a cycle of planning for instruction, teaching, reflecting upon the teaching experience, and applying new knowledge to future practice.

The process provides a means for participating teachers and support providers to identify teaching strengths and areas for growth based on the California Standards for the Teaching Profession, the state-adopted academic content standards for students, and the Continuum of Teaching Practice (or other aligned assessment criteria).



* Adapted from W.E. Deming, *Out of the Crisis*, Massachusetts Institute of Technology Center for Advanced Engineering, (1986)

What are the foundations of FACT?

1 - *California Standards for the Teaching Profession (CSTP)*

The California Standards for the Teaching Profession represent, in a comprehensive manner, the knowledge, skills, and abilities possessed by an accomplished teacher. The six teaching standards are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

2 - *Standards of Quality and Effectiveness for Professional Teacher Induction Programs in California (Induction Program Standards)*

Adopted by the Commission on Teacher Credentialing and supported by the State Superintendent of Public Instruction, these standards establish the expectations for new teachers during induction. Category B of the Induction Program Standards (Teaching All Students) identifies what teachers should know and be able to do.

3 - *State-adopted Academic Content Standards for Students and California Frameworks*

The California State Board of Education has adopted rigorous standards that describe the content that students must master by the end of each grade level. These standards are supported by the frameworks that; describe curriculum and instructional practices, guide the development of assessment methods and tools to ensure that each student's progress is measured, and suggest specific strategies to promote access to appropriately challenging curriculum for students with special needs.

4 - *Evidence*

Data collected during the FACT modules includes observation, student work, lesson plans, and reflections. This evidence provides the focus for reflective conversations between support providers and participating teachers related to the CSTP and Induction Program Standards.

What processes are used in FACT?

Collaborative Relationships (SP/PT)

Participating teachers are partnered with veteran educators who have been trained to support teachers through the FACT System. Support providers use the skills of cognitive coaching, mentoring, and modeling to support participating teachers' professional growth.

Plan, Teach, Reflect, Apply (PTRA)

The Plan, Teach, Reflect, Apply (PTRA) cycle provides a structure for teachers to identify teaching strengths and areas for growth. Planning and teaching the lesson are followed by reflection. New learning and insights from the reflection are applied to future planning, as the cycle continues. Engaging in this process, guided by a support provider, leads to improved teaching practice and increased student achievement.

Observations

Support providers observe participating teachers as they teach and gather evidence during an instructional session. Following each observation, they conference together, share observation evidence, and examine other classroom data (e.g., student work samples, lesson plans, etc.) to inform and improve future practice. In addition, participating teachers are encouraged to observe the classrooms of skilled veterans.

Examining Student Work

Focusing on student achievement guides the participating teacher's planning and instruction. The examination and analysis of student work leads the participating teacher to a greater understanding of the need for differentiation and modification of instruction.

Reflective Conversations

In each module, participating teachers are asked to step back from their practice and thoughtfully examine what they do, how they do it, and how this affects student learning. The FACT System provides frequent opportunities for participating teachers to reflect, capture current thinking, and consider the implications for their future practice.

Self-Assessment - Continuum of Teaching Practice (or other aligned assessment criteria)

The Continuum of Teaching Practice is a tool that provides a roadmap for professional growth by identifying and describing levels of teaching practice. Using evidence collected throughout the FACT process, participating teachers, with their support providers, reflect and determine their placement on the Continuum. This self-assessment helps to focus the area(s) for improvement of instructional practice.

How is FACT structured?

The FACT System contains four performance-based, job-embedded modules to support participating teachers as they teach. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the California Standards for the Teaching Profession and the Induction Program Standards, while incorporating the state-adopted academic content standards for students. The modules are described below.

Context for Teaching and Learning

In Context for Teaching and Learning, participating teachers learn about their teaching environment by identifying challenges, investigating resources, and gathering information about their students. With a support provider, participating teachers discuss prompts focused on their classroom, school, district, and community. The information gathered guides classroom decision-making and helps identify areas for professional growth.

This module spirals into levels of graduated depth and complexity. During *Collecting and Reviewing*, participating teachers gather information about the students, families, school site, district, and community. In *Contextualizing and Extending*, participating teachers consider the contextual information gathered, and respond to deeper, more sophisticated questions about differentiating instruction, embedding new knowledge, and working collaboratively. Each level offers the opportunity to reflect upon this information and consider the implications for effective teaching and student success.

Assessment of Teaching and Learning

The Assessment of Teaching and Learning Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider the knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their support provider during a classroom observation. Self-assessments assist participating teachers in identifying strengths and areas for growth leading to the development of the Individual Induction Plans (IIP) that are used in subsequent inquiries. In addition, participating teachers and their support providers identify resources and support needed to meet their professional growth goals.

Inquiry into Teaching and Learning

The inquiries in the FACT System include a series of structured teaching activities through which participating teachers explore aspects of their teaching practice. With the support provider, participating teachers assess their practice and engage in a variety of data gathering activities such as collaboration with colleagues, peer observations, and professional readings. They develop an inquiry question (based on CSTP and Induction Program Standards), create and implement an action plan, reflect on collected evidence, and apply new learning to future practice. The participating teacher's results are used to focus subsequent inquiry questions and target future professional development. The overall goal of the inquiry is the improvement of the participating teacher's instruction to positively impact student achievement.

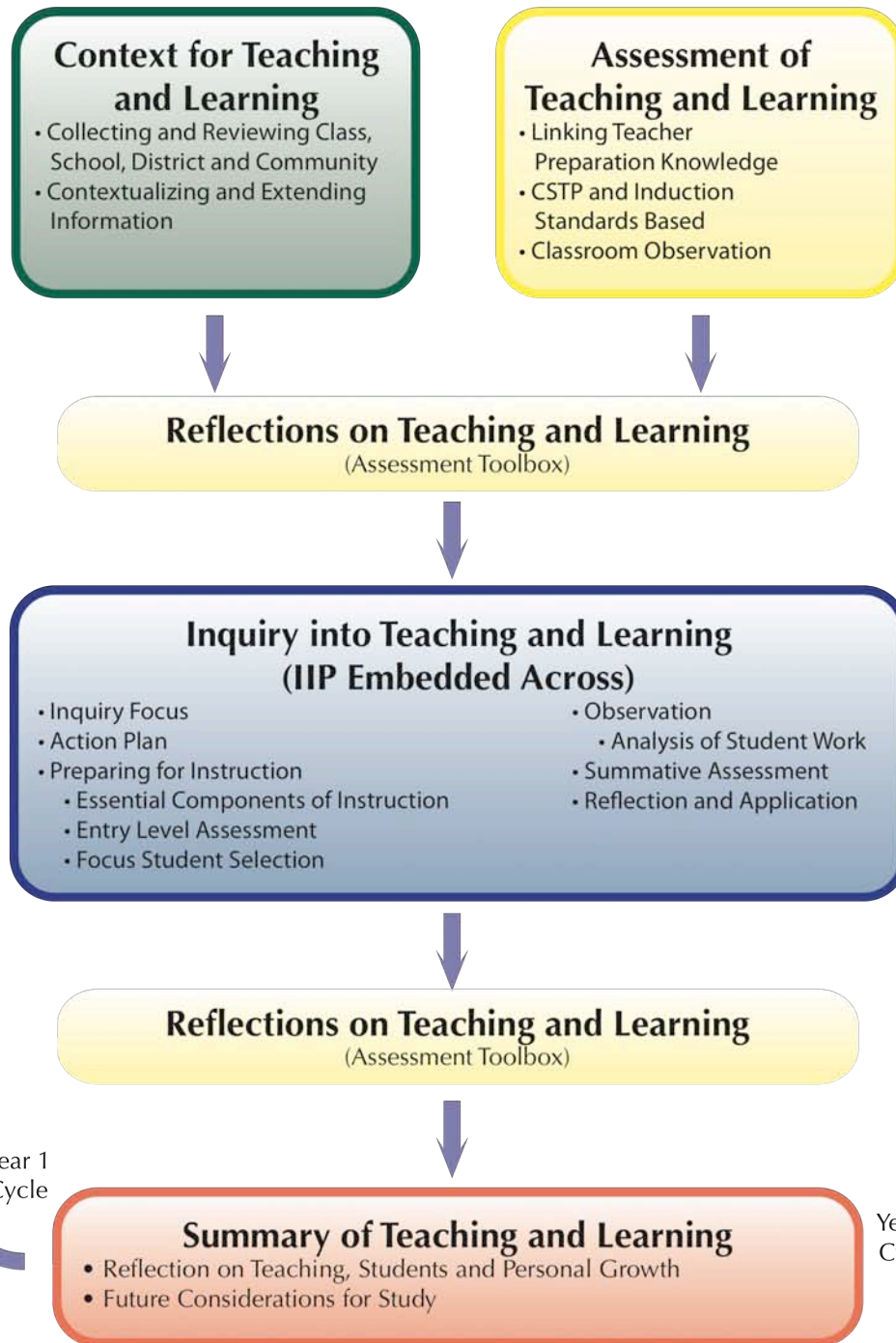
Summary of Teaching and Learning

In the Summary of Teaching and Learning Module, participating teachers have the opportunity to reflect upon and summarize the growth made during the induction experience. Support providers assist in the selection of evidence that illustrates the work of the participating teacher in relation to the standards, and celebrates their professional insights, newly-acquired skills, and growth. Teachers share their work with colleagues during a culminating activity.

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Return to Context for Teaching and Learning and Assessment of Teaching and Learning Year 2



Year 1
Cycle

Year 2
Cycle

What is action research?

Action research specifically refers to a disciplined inquiry by educators that informs and changes their practice in the future. This research is carried out within the context of the teachers' environment—that is, with their students at their school site—focusing on questions that deal with educational matters at hand. Participants systematically and carefully examine their educational practice, using research techniques. Action research is based on the following assumptions:

- Teachers work best on problems they have identified for themselves
- Teachers become more effective when encouraged to examine and assess their work and consider alternatives
- Teachers help each other by working collaboratively in search of solutions to everyday real problems
- Teachers look for ways to improve instruction and increase student achievement
- Teachers work with colleagues to improve their professional practice

The process of action research allows educators to assess their needs, document the steps of inquiry, analyze data, and make informed decisions that lead to desired outcomes. Rather than dealing with the theoretical, action research provides the opportunity for practitioners to address concerns and implement changes in actual teaching and learning settings.

What does it mean to be a reflective learner?

Reflection is the key to growth. It is a means of reliving or recapturing experiences in order to; make sense of them, learn from them, or develop a new understanding and appreciation. The word “reflection” comes from the Latin “*reflectere*,” meaning to bend back. In teaching, reflection is the act of stepping back and examining what is happening in the classroom and determining how teaching practices affect student learning. This means asking difficult questions such as:

- “Are the students engaged?”
- “Are students understanding the concepts being taught?”
- “Are they able to apply the knowledge learned?”

Reflective practitioners seek answers to their questions as a window into a deeper understanding of teaching. Thoughtful self-examination requires honest self-analysis and open communication with colleagues. Therefore, the formative assessment process also includes reflective writing and conversation. FACT reflections use information that teachers gather through the formative assessment process to identify areas of strength and growth, and ultimately improve teaching.

FACT System Modules and Documents

FACT System Modules	Documents	#
Context for Teaching and Learning	Class Profile	A-1
	Classroom Layout	A-2
	School and District Information/Resources	A-3
	Home/School Communication	A-4
	Site Orientation Checklist	A-5
	Community Map	A-6
Assessment of Teaching and Learning	Teacher Preparation & Induction Alignment Chart	B-1.1
	Induction Program Standard Comparison	B-1.2
	K – W – O Chart	B-2
	Initial Classroom Observation	B-3
	Post-Observation Reflection	B-4
Inquiry into Teaching and Learning	Individual Induction Plan	C-1
	Essential Components for Instruction	C-2
	Entry-Level Assessment Resource	C-3
	Focus Student Selection	C-4
	Lesson Plan Template for Observation	C-5
	Inquiry Observation Record	C-6
	Analysis of Student Work	C-7
	Summative Assessment	C-8
Summary of Teaching and Learning	Culminating Questions and Reflections Guide	D-1
Reflections on Teaching and Learning (Assessment Toolbox)	Continuum of Teaching Practice	E-1
	Self-Assessment of CSTP	E-2.1
	Self-Assessment of Pedagogy	E-2.5
	Self-Assessment of Universal Access: Equity for All Students	E-2.6
	Self-Assessment of Universal Access: Teaching English Learners	E-2.6a
	Self-Assessment of Universal Access: Teaching Special Populations	E-2.6b
	Conversation Guide – Class, School, District and Community	E-3.1
	Conversation Guide – Pedagogy	E-3.5
	Conversation Guide – Universal Access: Equity for All Students	E-3.6
	Conversation Guide – Universal Access: Teaching English Learners	E-3.6a
	Conversation Guide – Universal Access: Teaching Special Populations	E-3.6b

Schedule

Year 1	Month One	Context for Teaching and Learning	Assessment of Teaching and Learning
	Month Two	Context for Teaching and Learning	Assessment of Teaching and Learning
	Month Three	Context for Teaching and Learning	Assessment of Teaching and Learning
	Month Four	Inquiry into Teaching and Learning 1	
	Month Five	Inquiry into Teaching and Learning 1	
	Month Six	Inquiry into Teaching and Learning 2	
	Month Seven	Inquiry into Teaching and Learning 2	
	Month Eight	Summary of Teaching and Learning	
	Month Nine	Culminating Activity	
	Month Ten		
Year 2	Month One	Context for Teaching and Learning	
	Month Two	Context for Teaching and Learning	
	Month Three	Inquiry into Teaching and Learning 3	
	Month Four	Inquiry into Teaching and Learning 3	
	Month Five	Inquiry into Teaching and Learning 4	
	Month Six	Inquiry into Teaching and Learning 4	
	Month Seven	Summary of Teaching and Learning	
	Month Eight	Review/Submission of Documents for Credentialing	
	Month Nine	Culminating Activity	
	Month Ten		

Week	Context for Teaching and Learning	Assessment of Teaching and Learning
Week One	Introduce A-1 through A-7 (all) Work with site administrator on A-5	Teacher Prep Induction Alignment Chart, (B 1.1)
Week Two	Complete CSDC, (A-1, A-2)	Alignment Chart Discussion Guide, (B 1.2) K-W-O Chart, (B-2)
Week Three	Complete CSDC, (A-3, A-4)	Initial Classroom Observation, (B-3)
Week Four	Complete CSDC, (A-6)	Post-Observation Reflection, (B-4)
Week Five	Revisit/complete, CSDC, (A-5)	With the CTP, complete Self-Assessment—(CSTP 1 – 6), (E-2.1)
Week Six	Pedagogy Conversation Guide, (E-3.5)	
Week Seven		Self-Assessment—Pedagogy, (E-2.5)
Week Eight	Equity Conversation Guide, (E-3.6)	
Week Nine		Self-Assessment—Equity, (E-2.6)
Week Ten	English Learners Conversation Guide, (E-3.6a)	
Week Eleven		Self-Assessment—English Learners, (E-2.6a)
Week Twelve	Special Populations Conversation Guide, (E-3.6b)	Self-Assessment—Special Populations, (E-2.6b)
Week Thirteen		

Context for Teaching and Learning



Context for Teaching and Learning

Participating Teachers learn about their teaching environment by identifying challenges, investigating resources and gathering information about their students.



Context for Teaching and Learning

Context for Teaching and Learning

1. Class Profile (A-1)
2. Classroom Layout (A-2)
3. School & District Information/Resources (A-3)
4. Home/School Communication (A-4)
5. Site Orientation Checklist (A-5)
6. Community Map (A-6)
7. Conversation Guide: CSDC (E-3.1)
8. Conversation Guides: Induction Program Standards (E-3.5, E-3.6, E-3.6a, E-3.6b)

Contextualizing and Extending Information

- Universal Access: Equity
- Universal Access: Teaching English Learners
- Universal Access: Teaching Special Populations

Collecting and Reviewing Information

- Class Profile
- Classroom Layout
- School and District Resources
- Home/School Communication
- Site Orientation Checklist
- Community Map

Contextualizing and Extending Information

- Pedagogy

Contextualizing and Extending Information

- Class, School, District and Community

Context for Teaching and Learning

In Context for Teaching and Learning, participating teachers learn about their teaching environment by identifying challenges, investigating resources, and gathering information about their students*. With a support provider, participating teachers focus on their class, school, district, and community and use this information to guide instructional decisions and identify areas for professional growth.

This module spirals into levels of graduated depth and complexity. During *Collecting and Reviewing*, participating teachers gather information about their students, families, school site, district, and community. At the *Contextualizing and Extending* levels, participating teachers respond to deeper, more sophisticated questions about differentiating instruction, embedding new knowledge, and working collaboratively. Each level provides an opportunity for the participating teacher to reflect upon their teaching environment and consider the implications for effective teaching and student learning.

*Secondary teachers should select one focus class.

Year One

STEP ONE	Collecting and Reviewing Information Learning what I need to know about my class, school, district, and community
-----------------	---

I. **Collecting Information** - With your support provider, gather information about the following:

- | | |
|--|------------------------------------|
| A. Class Profile (A-1) | B. Classroom Layout (A-2) |
| C. School and District Information/Resources (A-3) | D. Home/School Communication (A-4) |
| E. Site Orientation Checklist (A-5) | F. Community Map (A-6) |

STEP TWO	Contextualizing and Extending Information Gathered Conversation Guide for Class, School, District, and Community
-----------------	--

I. **Contextualizing and Extending CSDC Information** - With a support provider, discuss the prompts on the Conversation Guide (E-3.1).

- A. **Collecting** - Review information gathered during Step 1 (A-1 through A-6).
- B. **Contextualizing** - Discuss how this information might impact classroom practice.
- C. **Extending** - Deepen thinking and understanding.

STEP THREE	Contextualizing and Extending Information Related to my Current Assignment Conversation Guide for Induction Program Standards
-------------------	---

I. **Contextualizing and Extending Induction Information** - With a support provider, discuss the prompts on the Conversation Guides for each Induction Program Standard (E-3.5, E-3.6, E-3.6a, E-3.6b).

- A. **Collecting** - Review information gathered during Step 1 (A-1 through A-6).
- B. **Contextualizing** - Discuss how this information might impact classroom practice.
- C. **Extending** - Deepen thinking and understanding.

Class Profile (A-1)

DIRECTIONS: Completing the class profile will help you learn about your teaching context. Consult with your support provider, your administrators, and colleagues, to gather information about your teaching context. You may add to the class profile at any time as you learn about your students, school, and district. Revisit this class profile throughout the year. **If your district/school provides this information in another format, make a copy and attach it.**

[illegible]

* **Possible Identifiers:** **504**—Legal in-class accommodations; **GATE**—Gifted & Talented Education; **MED**—medical condition; **MI. Ed.**—Migrant Education; **RSP**—Resource Specialist Program; **Ret**—Retained; **S/L**—Speech & Language; **SP**—Special Education w/IEP; **SST**—Student Study Team interventions

Class Profile (A-1)

DIRECTIONS: Consult with your support provider, administrators, and colleagues to gather information about your teaching context. You may add to the Class Profile at any time as you learn about your students, school, and district. Revisit this Class Profile throughout the year. Enter applicable information. Use first names to protect confidentiality. **If your district/school provides this information in another format, copy and attach it.**

Students with Medical Conditions:

Name	Emergency Contact	Condition	Support (Resources, Assistive Technologies)

Students with Individualized Educational Plans (IEP):

Name	Next IEP Meeting Date	Classroom Accommodations/ Modifications	Behavioral Support Strategies	Goals	Benchmarks	Case Carrier

Students with 504 Plans:

Name	Classroom Accommodations	Behavioral Support Strategies	SST Meeting Notes

Students with Previous Student Study Team (SST) Interventions:

Name	SST Date to Reconvene	Interventions to Implement

Students who are Gifted and Talented (GATE):

Name	Academic Strengths	Social Strengths	Individualized Learning Plan (ILP) Goals	Recommendations

Students who are English Learners (EL):

Name	Student's Primary Language ¹	Language spoken in the Home ¹	English Language Proficiency Levels ²				Years of ELD Instruction	Migrant Program	Re-Designated
			Listening Speaking	Reading	Writing	Composite Score			
								<input type="checkbox"/>	<input type="checkbox"/>
								<input type="checkbox"/>	<input type="checkbox"/>
								<input type="checkbox"/>	<input type="checkbox"/>
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								<input type="checkbox"/>	<input type="checkbox"/>

¹ Found in the Home Language Survey

² Based on the California English Language Development Test (CELDT)

Classroom Layout (A-2)

DIRECTIONS: Thoughtful consideration of your classroom layout is important in meeting the needs of your students. Indicate how you have addressed appropriate prevention and intervention for classroom safety concerns. Include relevant seating chart information showing placement of students with special needs. Include the rationale for your decisions. **Draw or attach a layout of your classroom.**

Classroom Design:

Rationale:

School and District Information/Resources (A-3)

DIRECTIONS: With your support provider, discuss and complete the information that applies to your teaching context. This information is designed to provide you with a better understanding of the students in your class. During your discussion, record pertinent information here so that it is available later in the year. The statements may prompt you to explore other topics related to the local teaching context.

1.	My Site Administrator(s):				
2.	Explore and attach a Calendar of School Events <input type="checkbox"/>				
3.	My school is a (check those that apply):				
	<input type="checkbox"/>	Blue Ribbon School	<input type="checkbox"/>	California Distinguished School	
	<input type="checkbox"/>	Immediate Intervention-Underperforming Schools Program (IIUSP)/SAIT	<input type="checkbox"/>	Bilingual Waiver Program/ Language Immersion School - which languages?	
	<input type="checkbox"/>	Title I School-wide Program	<input type="checkbox"/>	Program Improvement School	
	<input type="checkbox"/>	Charter School – Type:	<input type="checkbox"/>	Magnet School – Type:	
	<input type="checkbox"/>	Professional Development School	<input type="checkbox"/>	Other:	
4.	School-wide Programs (check those that apply):				
	<input type="checkbox"/>	Reading Intervention	<input type="checkbox"/>	Character Counts	<input type="checkbox"/>
	<input type="checkbox"/>	AVID	<input type="checkbox"/>	Conflict Resolution	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Drug Alcohol, Tobacco Education	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	RTI ²	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Other	<input type="checkbox"/>
5.	School-wide Discipline Plan (Describe or attach):				
6.	School Accountability Report Card				
	API Score:		API Target Score:		AYP:
	Based on your school's API score, what is the school's academic focus for the year?				
7.	My School has (check all that apply):		Facilities		Committees
	<input type="checkbox"/>	Academies / Houses / Families	<input type="checkbox"/>	Computer Lab Schedule	<input type="checkbox"/>
	<input type="checkbox"/>	Department Grouping / PLC	<input type="checkbox"/>	Bus / Recess	<input type="checkbox"/>
	<input type="checkbox"/>	Teaching Teams	<input type="checkbox"/>	Library Schedule	<input type="checkbox"/>
	<input type="checkbox"/>	Special Day Classes	<input type="checkbox"/>	Other	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Technology	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Leadership	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Safety	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Other	<input type="checkbox"/>
8.	School Enrollment:		Percent of English learners:		
	# of Languages of students:		Ethnicities represented:		
9.	Teachers in my grade level/department:				
	Name		Room Number	Phone/email	

School and District Information/Resources (A-3)

DIRECTIONS: With your support provider, identify the personnel and instructional resources available to help you gather information in each area listed below. **If your district/school provides this information in another format, copy and attach it.**

Instructional Resources (Information about)	Contact Person	Information		
		Phone #	Room #	e-mail
Sate-adopted Academic Content Standards and California Frameworks				
Classroom Supplies				
Duplication of Materials				
Technology				
Instructional Materials				
Library Resources				
Textbooks				
English Learner Resources				
Other:				
Student Data Information (Information about)	Contact Person	Information		
		Phone #	Room #	e-mail
District/School Test Scores				
Individualized Education Plan/IEP				
Standardized Tests				
Online District Data System				
Student Support Services	Contact Person	Information		
		Phone #	Room #	e-mail
Counselor				
CPR Certified School Staff				
Emergency Coordinator				
Healthy Start Coordinator				
Nurse				
Crisis Counselor				
Resource Specialist (RSP)				
School/District Psychologist				
Social Worker				
Other:				

Home/School Communication (A-4)

DIRECTIONS: Maintaining a record of your contacts is important in establishing a working relationship with families. Document conversations with your students' families below, **or attach documentation that includes this information.**

Student Name	Contact Name	Contact Number	E-Mail Address/ Cell Phone Number	Contact Date/Comments

Site Orientation Checklist (A-5)

Participating Teacher: _____

School: _____

DIRECTIONS: Knowledge of the policies and procedures at your site is important to you as a professional educator. This list of discussion topics will help you understand your local teaching context. In a meeting with your site administrator or designee, discuss each of these items and obtain your administrator's signature. **If your school/district provides this information in another format, you may attach it.**

Staff Information			
<input type="checkbox"/>	Staff Roster	<input type="checkbox"/>	Staff Responsibilities
<input type="checkbox"/>	School Office Procedures	<input type="checkbox"/>	Teacher Evaluation Process
<input type="checkbox"/>	Daily Communication Procedure	<input type="checkbox"/>	Intervention Programs
<input type="checkbox"/>	School Vision and/or Mission Statement	<input type="checkbox"/>	Substitute Request
<input type="checkbox"/>	Emergency Procedures		
School Information			
<input type="checkbox"/>	School Policies	<input type="checkbox"/>	Available Technology and Equipment
<input type="checkbox"/>	Homework Policy	<input type="checkbox"/>	Teacher/Student Internet Use Agreement
<input type="checkbox"/>	Room Environment Expectations	<input type="checkbox"/>	Attendance Procedures
<input type="checkbox"/>	School-wide Discipline Procedure	<input type="checkbox"/>	Hours to be on Campus
<input type="checkbox"/>	Back-to-School/Open House Expectations	<input type="checkbox"/>	Access to Cumulative Records
<input type="checkbox"/>	Lesson Plan Expectations	<input type="checkbox"/>	Available Translating Services
Pedagogy - Content and Subject Matter			
<input type="checkbox"/>	Grading and reporting policies	<input type="checkbox"/>	Guidelines for communicating with parents
Universal Access - Equity and Diversity			
<input type="checkbox"/>	Board Policy on Sexual Harassment	<input type="checkbox"/>	Reporting Procedures for Sexual Harassment and Child Abuse
Universal Access – Teaching English Learners			
<input type="checkbox"/>	Instructional program for English learners		
Universal Access – Teaching Special Populations			
<input type="checkbox"/>	Site resources available to meet the needs of special populations	<input type="checkbox"/>	Legal requirements of Individualized Educational Plan (IEP)

 Site Administrator/Designee (signature indicates completion)

Date: _____

Community Map (A-6)

DIRECTIONS: Knowledge of the community (e.g., local community services, parks, libraries, cultural centers, etc.) will assist you in connecting with your students. Discuss pertinent community information with your support provider then record the information below.

Community Name:

Assessment of Teaching and Learning



Assessment of Teaching and Learning

Provides participating teachers opportunities to consider prior knowledge and skills acquired in teacher preparation while assessing their teaching practice for strengths and areas of growth.



Assessment of Teaching and Learning

- Teacher Preparation & Induction Alignment Chart (B-1.1)
- Induction Program Standard Comparison Chart (B-1.2)
- K-W-O Chart (B-2)
- Classroom Observation (B-3)
- Post-Observation Reflection (B-4)
- Continuum of Teaching Practice (E-1)
- Self-Assessment of CSTP (E-2.1)
- Self-Assessment Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b)

Assessment of Teaching and Learning

Teacher Preparation to Induction Conversation

- Connecting through alignment
- Teacher preparation artifacts

Initial Classroom Observation

- K-W-O Chart informs focus of observation
- Gather evidence of CSTP and Induction Program Standards
- Post-Observation Reflection

Closure Conversation

- Identify areas for growth and exploration

Self-Assessment of Teaching Practice

- Continuum of Teaching Practice for CSTP
- Induction Program Standards
 - Pedagogy
 - Universal Access: Equity
 - Universal Access: Teaching English Learners
 - Universal Access: Teaching Special Populations

Assessment of Teaching and Learning

The Assessment of Teaching and Learning Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider prior knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by a trained support provider during a classroom observation, to assess their teaching practice and identify strengths and areas for growth. This information is used in subsequent inquiries into their teaching practice. In addition, participating teachers, with the guidance of the support provider, identify resources and support that will be needed to develop and implement their first Individual Induction Plan (IIP) and meet their professional growth goals.

STEP ONE

Teacher Preparation and Induction Conversation

Purpose: Connecting prior experience to Induction

I. Teacher Preparation and Induction Alignment Chart Conversation

- A. Review the following charts with your support provider during the first year:
 - Teacher Preparation and Induction Alignment Chart (B-1.1)
 - Induction Program Standard Comparison Chart (B-12)
- B. Discuss how the *Teaching Performance Expectations (TPEs)* and the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* were part of your prior experience. Determine which TPEs have had the greatest impact on your teaching, to date.
- C. Share artifacts from your teacher preparation experience (e.g., TPA work, portfolio, and student teaching documents).
- D. Compare and contrast the standards, expectations, and processes of teacher preparation with Induction.

STEP TWO

Initial Classroom Observation

Purpose: Gathering evidence of current classroom application of standards

I. Initial Classroom Observation

- A. Hold a pre-observation conversation with your support provider.
 - Consider information already gathered during the Context for Teaching and Learning Module
 - Inform your support provider of the specific focus area(s) for the lesson observation by completing the K-W-O Chart (B-2)
 - Support providers gather evidence on observable CSTP & Induction Program Standards
 - Arrange a time for your support provider to observe the lesson
- B. Using the K-W-O Chart for identification of the specific focus area(s), the support provider gathers evidence on the Initial Classroom Observation document (B-3).

II. Post-Observation Discussion

- A. With your support provider, review and discuss the evidence gathered during the observation, then record insights about your teaching practice on the Post-Observation Reflection (B-4).

STEP THREE**Assessment Completion**

Purpose: Determining the level of practice related to the standard

I. Review the Continuum of Teaching Practice (E-1)

- A. Review and discuss the value of assessing teaching practice using the established criteria in the California Standards for the Teaching Profession.
- B. Read the descriptors for each level on the Continuum of Teaching Practice (or alternative assessment tool). Based on the evidence gathered, discuss examples of your practice in relation to the criteria.

II. Mark the Self-Assessment (E-2.1, E-2.5, E-2.6, E-2.6a, E-2.6b) located in the Reflections on Teaching and Learning

- A. Self-Assessment of CSTP (E-2.1): Based on prior experience (TPA), and the evidence gathered during the Assessment of Teaching and Learning and Context for Teaching and Learning Modules, mark each element in the assessment column on the Self-Assessment, using the appropriate evidence code(s), located at the bottom of the assessment.
- B. Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b): Review each Induction Program Standard. Based on prior experience, and evidence gathered during the Assessment of Teaching and Learning and the Context for Teaching and Learning Modules, discuss, with your support provider, how you are applying each standard in your classroom practice. In the Initial Self-Assessment section for each standard, record how your teaching practice relates to that standard.

STEP FOUR**Closure Conversation**

Purpose: Focusing on key insights about practice

I. Reflection

- A. Discuss insights gained from the Assessment of Teaching and Learning Module, the CSTP, and the reflection on the Induction Program Standards, with your support provider.
- B. Identify areas of focus for further exploration.

Note: The Induction Program Standard Self-Assessment documents will be revisited each time a self-assessment is completed during the participating teacher's program.

Focusing Ahead: Inquiry

Based on information gathered in the Context for Teaching and Learning and the Assessment of Teaching of Learning Modules, begin the Inquiry by developing an Individual Induction Plan (IIP, C-1).

TEACHER PREPARATION & INDUCTION ALIGNMENT CHART B-1.1

Teacher Preparation										
Teacher Preparation Standard 5: Equity, Diversity, and Access to the Core Curriculum	Teacher Preparation Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction	Teacher Preparation Standard 9: Using Computer-Based Technology in the Classroom	Teacher Preparation Standard 10: Learning to Create a Supportive, Healthy Environment for Student Learning	Teacher Preparation Standard 13: Preparation to Teach English Learners	Teacher Preparation Standard 14: Preparation to Teach Special Populations in the General Education Classroom	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	Domain A: Making Subject Matter Comprehensible to Students	Teaching Performance Assessment	Induction	
						TPE 2: Monitoring Student Learning During Instruction				
						TPE 3: Interpretation and Use of Assessment				
						TPE 4: Making Content Accessible	Domain B: Assessing Student Learning			
						TPE 5: Student Engagement				
						TPE 6: Developmentally Appropriate Teaching Practices	Domain C: Engaging and Supporting Students in Learning			
						TPE 7: Teaching English Learners				
						TPE 8: Learning about Students	Domain D: Planning Instruction and Designing Learning Experiences for All Students			
						TPE 9 : Instructional Planning				
						TPE 10: Instructional Time	Domain E: Creating and Maintaining Effective Environments for Student Learning			
						TPE 11: Social Environment				
						TPE 12: Professional, Legal, and Ethical Obligations	Domain F: Developing as a Professional Educator			
						TPE 13: Professional Growth				
									Induction Program Standard 5: Pedagogy	
									Induction Program Standard 6: Universal Access—Equity for All Students a) Teaching English Learners b) Teaching Special Populations	
						CSTP 1: Engaging and Supporting All Students in Learning	1.2 Connecting learning to students' prior ... 1.3 Connecting subject matter to meaningful, real ... 1.4 Using a variety of instructional strategies ... 1.5 Promoting critical thinking through inquiry, ... 1.6 Monitoring student learning and adjusting ...			
						CSTP 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Promoting social development and ... 2.2 Creating physical or virtual learning ... 2.3 Establishing and maintaining learning ... 2.4 Creating a rigorous learning environment ... 2.5 Developing, communicating, and ... 2.6 Employing classroom routines, procedures, ... 2.7 Using instructional time to optimize learning			
						CSTP 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrating knowledge of subject matter ... 3.2 Applying knowledge of student development ... 3.3 Organizing curriculum to facilitate student ... 3.4 Utilizing instructional strategies that are ... 3.5 Using and adapting resources, technologies ... 3.6 Addressing the needs of English learners and ...			
						CSTP 4: Planning Instruction and Designing Learning Experiences for All Students	4.1 Using knowledge of students' academic ... 4.2 Establishing and articulating goals for student ... 4.3 Developing and sequencing long-term and ... 4.4 Planning instructional plans and curricular ... 4.5 Adapting instructional plans and curricular ...			
						CSTP 5: Assessing Students for Learning	5.1 Applying knowledge of the purposes, ... 5.2 Collecting and analyzing assessment data from ... 5.3 Reviewing data, both individually and with ... 5.4 Using assessment data to establish learning ... 5.5 Involving all students in self-assessment, goal ... 5.6 Using available technologies to assist in ... 5.7 Using assessment information to share timely ...			
						CSTP 6: Developing as a Professional Educator	6.1 Reflecting on teaching practice in support of ... 6.2 Establishing professional goals and engaging ... 6.3 Collaborating with colleagues and the broader ... 6.4 Working with families to support student ... 6.5 Engaging local communities to support student ... 6.6 Managing professional responsibilities to ... 6.7 Demonstrating professional responsibility ...			

With your Support Provider review, compare and discuss the standards below.

The information gained from the conversation will be used in application on the Induction Standard Self-Assessment (E 2-2).

Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates (TPS 8)

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

Preparation for Learning to Create a Supportive and Healthy Environment for Student Learning (TPS 10)

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Candidates learn about the effects of student health and safety. They learn and apply skills communicating and working constructively with students, their families, and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

Use of Technology in the Classroom (TPS 9)

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Each candidate is able to select and evaluate a wide array of technologies for effective use in relation to the state-adopted academic curriculum.

Pedagogy (IPS 5)

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

With your Support Provider review, compare and discuss the standards below.

The information gained from the conversation will be used in application on the Induction Standard Self-Assessment (E 2-2)

Equity, Diversity, and Access to the Core Curriculum (TPS 5)

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access to the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning are shaped, informed, and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.

Preparation to Teach English Learners (TPS 13)

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills, and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect student's language acquisition.

Universal Access (IS 6) Equity for All Students

To ensure the protections provided under California Education Code, participating teachers design and implement equitable learning opportunities in safe and inclusive environments that maximize academic achievement for students from a variety of ethnic, socio-economic, cultural, academic, and linguistic backgrounds; students regardless of gender and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and work to minimize bias in classrooms, schools and larger educational systems using culturally responsive pedagogical practices.

Participating teachers collaborate and communicate with students, colleagues, resource personnel, and families and utilize school, district, and/or community resources including technology-related tools to maximize the full range of learners' equitable access to meet or exceed the State-adopted, academic content standards.

Universal Access (IPS 6) a) Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

With your Support Provider review, compare and discuss the standards below.

The information gained from the conversation will be used in application on the Induction Standard Self-Assessment (E 2-2)

Preparation to Teach Special Populations (TPS 14)

In the professional teacher preparation program each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Universal Access (IPS 6) b) Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

Date:

K-W-O Chart (B-2)

DIRECTIONS: Determine a specific area of focus for the support provider's observation of your classroom. Reflect on current practice and indicate:

1. What I **know** about my classroom practice
2. What I **want** to know about my classroom practice
3. What I would like my support provider to **observe**

K-W-O Chart

What I know about my classroom practice.

(e.g., I create an environment of respect; students understand the routines and procedures in my class, etc.)

What I want to know about my classroom practice.

(e.g., Effective strategies to differentiate instruction to meet the needs of my EL students, etc.)

What I would like my support provider to observe.

(e.g., Evidence of how I check for understanding; how my lesson design meets the needs of my EL students, etc.)

Date:

Initial Classroom Observation (B-3)

Collection of Evidence: CSTP

CSTP 1:

Engaging and Supporting All Students in Learning

CSTP 2:

Creating and Maintaining Effective Environments for Student Learning

CSTP 3:

Understanding and Organizing Subject Matter for Student Learning

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

CSTP 5:

Assessing Students for Learning

CSTP 6:

Developing as a Professional Educator

Date:

Initial Classroom Observation (B-3)
Collection of Evidence: Induction Program Standards (IPS)

IPS 5: Pedagogy

IPS 6: Universal Access: Equity for all Students

IPS 6a: Universal Access: Teaching English Learners

IPS 6b: Universal Access: Teaching Special Populations

Date:

Post-Observation Reflection (B-4)

DIRECTIONS: With your support provider, use evidence from the observation to capture key insights about your teaching.

Post-Observation Key Insights:

Participating teacher reflection:

Key evidence shared after observation:

Insights:

Inquiry into Teaching and Learning



Inquiry into Teaching and Learning

An inquiry-based formative assessment system guides and informs participating teachers about their own professional growth. The purpose is to improve teaching, as measured by each standard of the California Standards for the Teaching Profession.

Participating teachers explore an area of teaching practice with a support provider. The Inquiry into Teaching and Learning calls for collaboration with colleagues, developing and implementing an action plan, reflecting on collected evidence, then applying new learning to future practice.



Inquiry into Teaching and Learning

1. Individual Induction Plan (C-1)
2. Essential Components for Instruction (C-2)
3. Entry-Level Assessment Resource (C-3)
4. Focus Student Selection (C-4)
5. Lesson Plan Template for Observation (C-5)
6. Inquiry Observation Record (C-6)
7. Analysis of Student Work (C-7)
8. Summative Assessment (C-8)
9. Self-Assessment of CSTP (E-2.1)
10. Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b)

Inquiry into Teaching and Learning

Determine the Focus of the Inquiry

- Determine the area(s) for focus
- Develop a focus question
- Determine CSTP elements
- Anticipated measurable outcomes

Reflection and Application

- Self Assessment on CSTP
- Self Assessment on Pedagogy and Universal Access Standards
- Reflect on results
- Determine how new learning will be applied to future practice

Developing the Action Plan

- Describe research/resources
- Describe implementation of action plan and measurable outcomes

Summative Assessment

- Analyze and reflect on student performance for lesson series

Preparing for Instruction

- Essential Components for Instruction
- Conduct an Entry Level Assessment
- Select Focus Students

Observation

- Selected Lesson Plan and Pre-conference
- Observation by Support Provider
- Post-Observation and Analysis of Student Work

Inquiry into Teaching and Learning

An inquiry-based system guides and informs participating teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the California Standards for the Teaching Profession (CSTP) and the Induction Program Standards, in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider, participating teachers assess their practice with a set of specific criteria. They gather information, collaborate with (and/or observe) a colleague, develop an action plan, implement the action plan, reflect on collected evidence and apply new learning to future practice. The results of this process are used by participating teachers and support providers to explore the impact of instruction on student achievement, and to guide the participating teacher's future professional development.

STEP ONE	Determine the focus of the Inquiry Determining what I need to know and be able to do
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With your support provider, review the evidence collected prior to the inquiry. Based on the evidence, determine the focus question for the inquiry, taking into consideration your school/district goals and priorities. The following steps are designed to assist in the development of the focus question:

I. Individual Induction Plan (IIP, C-1) Cells 1-4

- A. Review the Assessment of Teaching and Learning and Context for Teaching and Learning Modules.
- B. **Cell 1:** Determine the area(s) for focus.
 - Based on findings from the Initial Self-Assessments (E-2) determine an area of focus
 - Utilize data collected during the Context for Teaching and Learning and the Assessment of Teaching and Learning Modules to determine an area of focus (i.e., assessment, classroom management, equity, and diversity, etc.)
- C. **Cell 2:** Develop a focus question for this inquiry.
 - Focus questions are formulated based on indentified areas for growth
 - Participating teachers may use the reflective questions in the CSTP, located after each element, to identify an open-ended focus question that leads to an in-depth study of teaching practice

Sample 1: One CSTP element	
Focus question:	<i>How do I develop and use tools and guidelines that help all students assess their work and monitor their learning goals?</i>
CSTP 5.5: Involving all students in self-assessment, goal setting, and monitoring progress IPS 6b Universal Access – Teaching Special Populations: Creates a positive, inclusive climate for individualized, specialized instruction and assessment of students with special needs and/or abilities.	

Sample 2: Two or more CSTP elements	
Focus question:	<i>What links might there be between students' behavior and the ways in which I have been addressing their learning?</i>
CSTP 2.3:	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
CSTP 1.4:	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
IPS 6 Universal Access – Equity for all Students:	
Systematically examine personal belief systems and expectations and how they impact student learning and behavior.	

D. **Cell 3:** Which CSTP element(s) will be addressed?

- After writing a focus question, identify all CSTP elements that are relevant to the focus question

E. **Cell 4:** What are the anticipated, measurable outcomes for student learning?

- Considering the focus question to be researched, and potential changes in classroom practice, what are the anticipated, measurable outcomes?

STEP TWO	Developing the Action Plan
	Examining research related to my focus question and applying new learning in my classroom

During Step Two, participating teachers work with support providers to begin developing their action plan. This plan will document new learning and classroom application. While completing IIP (C-1) cells 5-8, participating teachers document actions taken throughout the inquiry process.

I. IIP (C-1) Cells 5-8

A. **Cell 5:** Date of research

- Record dates for each action taken to support the focus question

B. **Cell 6:** Research

Describe resources such as:

- Talk with colleague(s)
- Observe professional colleague(s)
- Read research related to the focus question
- Attend workshops/courses
- Analyze student work
- Explore Internet resources
- Observation by a support provider

C. **Cell 7:** Application

- Describe how new knowledge was implemented in the classroom

D. **Cell 8:** Measurable Results

- After implementation in the classroom, describe evidence of the:
 - Measurable impact on student achievement
 - Impact on my teaching

IIP (C-1) cells 5-8 are updated throughout the inquiry process, while IIP cells 9 and 10 serve as the culminating reflection.

STEP THREE	<p align="center">Preparing for Instruction</p> <p align="center">What do you want students to know and be able to do? How will you know what they know? How will you respond if they don't know? What will you do if they already know it?</p>
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During this step in the inquiry process, participating teachers identify three focus students and document how instruction is differentiated and student achievement is monitored, throughout the inquiry process.

I. Essential Components for Instruction (C-2)

- A. Participating teachers, with guidance from their support provider, complete the Essential Components for Instruction to ensure that all lesson components have been considered when designing the lesson series.
- B. Address the questions in boxes 1-14.
 - Boxes 1-2 Determine the state-adopted academic content standards and learning goals
 - Box 3 Describe the entry-level assessment
 - Boxes 4-5 Identify summative and progress monitoring assessments
 - Box 6 Identify skills needed for the lesson series using results from the entry-level assessment (C-3 Part 1 and Part 2)
 - Box 7 Review IIP cells 5-8 and describe how you will apply key understandings to this lesson series
 - Boxes- 8-14 Complete all cells with support provider assistance (Should you need additional resources/professional development, review your Context for Teaching and Learning Module or contact your program director for professional development support)

II. Entry Level Assessment (C-3)

- A. Administer the entry-level assessment and complete Part 1.
- B. Utilize results from Part 1, reflect, and complete Part 2.
- C. Identify focus students, plan a lesson series, and make appropriate instructional adaptations.

III. Selecting Focus Students (C-4)

- A. Identify three students representing the range of instructional needs in the classroom. The students selected should include:
 - English Learners
 - Special Populations
 - Choice (a student who completes the range of abilities in the classroom)

IV. Lesson Series Begins

- A. Determine when the support provider will observe one or more of the lessons in the series, related to the focus question.
- B. Complete the Lesson Plan Template for Observation (C-5 or a district aligned lesson plan template), prior to the support provider observation of the lesson.
- C. Teach the lesson series.

STEP FOUR**Observation**
Collecting evidence

During this step in the inquiry process, support providers observe their participating teachers. Using the Essential Components for Instruction, teachers design a lesson series that meets the needs of all students. Differentiation of instruction for focus students should be documented and student achievement data collected.

I. Pre-conference

- A. Review the completed Essential Components for Instruction (C-2) and corresponding lesson plan (C-5 or district aligned lesson plan).
- B. Review information recorded on the Focus Student Selection (C-4).
(Use a copy of the seating chart to identify focus students)
- C. Determine which lesson in the series is to be observed.
- D. Fill in the top portion of the Inquiry Observation Record (C-6) based on your focus questions, selected CSTP, and identified Induction Program Standard(s).
- E. Review the Context for Teaching and Learning Module for additional resources.

II. Observation

- A. Support providers gather evidence from one lesson within the series, using the Inquiry Observation Record or an alternative observation tool that includes areas for collection of evidence related to:
 - Focus question(s)
 - Selected CSTP
 - Selected Induction Program Standard(s)
 - State-adopted academic content standards for students
 - Three focus students
- B. Indicate all CSTP and Induction Program Standards observed in the lesson.

III. Post-Observation Conversation

- A. Support providers and participating teachers review evidence collected, including:
 - Inquiry Observation Record (C-6)
 - Analysis of Student Work (C-7)
- B. After reviewing evidence, use the IIP Action Plan (Cells 5-8) to record how the implemented changes impacted classroom instruction.

STEP FIVE	Summative Assessment Analyzing student work to determine next steps for instruction
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At the conclusion of the lesson series, a summative assessment is given to all students. Participating teachers, with support providers, analyze the work of the three focus students and the whole class, in order to determine student performance levels.

I. Summative Assessment (C-8) Part I

- A. Review the summative assessment.
- B. Sort student responses into levels of performance.

II. Summative Assessment Reflection (C-8) Part 2

- A. Participating teachers reflect upon the following:
 - Learning goals and outcomes
 - Focus student progress
 - Appropriate intervention
 - Appropriate enrichment

STEP SIX	Reflection and Application Assessing professional growth over time
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During this step in the inquiry process, participating teachers and support providers review the evidence collected and return to IIP cells 9 and 10 for a final reflection. Using the Continuum of Teaching Practice (E-1) as a guide, teachers assess their practice in relation to the CSTP and the Induction Program Standards. During the induction experience, all standards will ultimately be addressed.

I. Self-Assessments (E-2 Documents)

- A. Review all evidence collected during this inquiry.
- B. Use the Continuum of Teaching Practice (E-1) to determine placement on the Self-Assessment of CSTP (E-2.1).
- C. Mark all CSTP elements, for which there is evidence, on the Self-Assessment of CSTP (E-2.1) using the Sources of Evidence Codes (found at the bottom of the document).
- D. Revisit the Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b) and describe your teaching strengths and challenges based on the evidence.

II. Reflection IIP (C-1) Cell 9

- A. List specific evidence that impacted:
 - Instructional/classroom practices
 - Student achievement
- B. Share your learning about:
 - Student development
 - Instructional practice
 - Academic content
 - Yourself as a teacher

III. Application IIP (C-1) Cell 10

- A. Describe how new learning will be applied to future practice.

Individual Induction Plan (C-1)

Participating Teacher:	Support Provider:	District/School:	Grade/Content:
FOCUS OF THE INQUIRY: Determining what I need to know and be able to do			
1. Based on findings from self-assessments, determine area(s) of focus.		2. Develop a focus question for this inquiry.	
3. Which <i>CSTP</i> element(s) will be addressed?		4. What are the anticipated measurable outcomes for student learning?	

ACTION PLAN: Examining research related to my focus question and applying new learning in my classroom				PLAN/TEACH
5. Date of research	6. Research: <i>Describe resources used (e.g., talked to colleague. researched on-line. other)</i>	7. Application: <i>Implementation of new knowledge.</i>	8. Measurable Results: <i>Impact on teaching/student achievement.</i>	

REFLECTION/APPLICATION		REFLECT
9. a. As a result of the inquiry process, what was the impact on instructional/classroom practices and student achievement? (list specific evidence)		
b. Share your learning about student development, instructional practice, academic content, and/or yourself as a teacher.		APPLY
10. Describe how you will apply new learning to future practice.		

The Induction Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and Universal Access: Teaching Special Populations) are embedded throughout the formative assessment system.

Essential Components for Instruction (C-2)

DIRECTIONS: With your support provider, discuss and record information to ensure all essential components for instruction are considered when designing your lesson series.

Participating Teacher:	Support Provider:
Content Area: Grade/Period:	Beginning Date: Ending Date: Anticipated number of lessons in series:
1. Copy the academic content standard being addressed.	2. What are the learning objectives?
How will students be helped to connect the content to real life applications?	How will the learning goals be communicated to the students? Families?
3. Describe the entry-level assessment that will be used to measure the learning objective in the content area.	
What method/criteria (e.g., scoring guides, rubrics, etc.) will be used to interpret the results of the entry-level assessment?	
4. Describe the summative assessment that will be used to measure the learning in the content area.	
What method/criteria (e.g., scoring guides, rubrics, etc.) will be used to interpret the results of the summative assessment?	
5. Based on the entry-level assessment, what knowledge/vocabulary/skills are needed to ensure student learning during this lesson series?	6. Based on the entry-level assessment results, what progress-monitoring assessments will be used during this lesson series?

Essential Components for Instruction (C-2) continued

7. How might key understandings from the Action Plan (IIP, Cells 5-8) be applied to this lesson series?	8. What materials will be needed for this lesson series?
9. How will students use technology to advance their learning? What technology will be used to enhance instruction?	10. To ensure student engagement, what needs should be considered for the classroom environment?
11. What instructional strategies will be used in this lesson series? How might these strategies promote student learning?	
12. What accommodations or modifications are required during this lesson series for students on an IEP, 504 or other learning plan? (Consider students in addition to your focus students)	13. In order for students to be successful, what English language development (ELD) proficiency level data or which ELD standards must be considered?
14. Other considerations:	

Date:

Entry-Level Assessment Resource (C- 3) Part 1

(District student assessment data may be substituted)

DIRECTIONS: To understand the range of learners in your class, give an entry-level assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Attach a copy of the entry-level assessment and scoring guide.**

- Sort the student responses into two categories:
Students who scored below grade level
Students who scored at or above grade level
- For students who scored below grade level, determine their level of performance as:
below basic or basic
far below basic
- Next, for students who scored at or above grade level, determine their performance level as:
proficient
advanced
- Record students' names in the respective performance level column below.

BELOW GRADE LEVEL		AT GRADE LEVEL	ABOVE GRADE LEVEL
Far Below Basic	Below Basic or Basic	Proficient	Advanced

Date:

Entry-Level Assessment Reflection (C -3) Part 2

DIRECTIONS: Reflect on the entry-level assessment, discuss the results with your support provider, and respond to the questions below. **Attach copies of the entry-level assessment responses for your three focus students.**

1. Before instruction begins, what do the assessment results tell you about what your students understand and are able to do? What do you think are some possible factors to consider, for students who achieve at each of these levels?	
Below Grade Level	Far Below Basic:
	Below Basic:
	Basic:
At Grade Level	Proficient:
Above Grade Level	Advanced:
2. How will you provide interventions for students who are basic, below basic, or far below basic? What additional support may be needed?	
3. How will you differentiate instruction for students who are proficient or advanced?	

Focus Student Selection (C-4)

DIRECTIONS: For this lesson series, use the entry-level assessment data to select students representing the range of abilities in your class. Identify three focus students for each inquiry:

- Focus student 1: English learner
- Focus student 2: Special populations
- Focus student 3: Teacher's choice

In the boxes below, record first names (last initial if necessary) of selected students.

Must Include	Below Grade Level		At Grade Level	Above Grade Level
Aligned CA State Testing Levels	Far Below Basic	Below Basic or Basic	Proficient	Advanced
Focus Student 1: English Learner				
<i>Alternate:</i>				
Focus Student 2: Special Populations				
<i>Alternate:</i>				
Focus Student 3: Choice				
<i>Alternate:</i>				

Describe instructional or behavioral considerations for each focus student. Additional considerations may include work habits, interpersonal skills, academic ability, personal interests, etc.

Focus Student 1: English Learner	
What support/resources (e.g., EL coach, translation materials, primary language textbook, etc.) do you anticipate this student will need?	
Focus Student 2: Special Populations	
What support/resources (e.g., Paraprofessional, designated instructional support, adaptive technologies, etc.) do you anticipate this student will need?	
Focus Student 3: Choice	
What support/resources (Entry-Level Assessment (C-3), School and District Resources (A-3), etc.) do you anticipate this student will need?	

Lesson Plan Template for Observation (C-5) Optional

DIRECTIONS: For the support provider's observation of a lesson, use this template or a district-aligned lesson plan template. **Collect the graded work from the three focus students to attach to the Analysis of Student Work (C-7).**

Date of lesson:

State-adopted academic content standard(s):

Time Allocation:	Sequence of Lesson:
	Introduction:
	Direct Instruction:
	Modeled Instruction:
	Guided Practice/Checking for Understanding:
	Independent Practice:
	Differentiated Instruction for Focus Students:

Inquiry Observation Record (C-6) Part 1

DIRECTIONS: Support providers gather evidence related to the focus question, selected CSTP, state-adopted academic content standard(s), and Induction Program Standard(s).

Participating Teacher:		Date:	
Support Provider:		State-adopted Academic Content Standard(s):	

Focus Question(s):

What evidence could your support provider collect in relation to your focus question?

Induction Program Standard(s) Focus:

Time Observation
Begins:

Time Observation
Ends:

Observation Data:

Check the box(es) indicating each **CSTP** observed during the lesson.

☐ Engaging and Supporting All Students in Learning (1)

☐ Planning Instruction and Designing Learning Experiences for All Students (4)

☐ Creating and Maintaining Effective Environments for Student Learning (2)

☐ Assessing Students for Learning (5)

☐ Understanding and Organizing Subject Matter for Student Learning (3)

☐ Developing as a Professional Educator (6)

Check the box(es) indicating each **Induction Program Standard(s)** observed during the lesson.

☐ Pedagogy (IPS 5)

☐ Universal Access: Teaching English Learners (IPS 6a)

☐ Universal Access: Equity (IPS 6)

☐ Universal Access: Teaching Special Populations (IPS 6b)

Inquiry Observation Record (C-6) Part 2

DIRECTIONS: Support providers gather information related to focus student participation, behavior, and differentiation of instruction.

Focus Student 1 - English Learner:

Focus Student 2 - Special Populations:

Focus Student 3 - Choice:

Analysis of Student Work (C-7)

DIRECTIONS: After the lesson observation, review student work from the lesson observed (progress-monitoring assessment). Consider the state-adopted academic content standard(s) taught and learning objective(s) and describe how your students performed. **Attach copies of the three focus students' graded/scored work. Remove last names for confidentiality.**

Class:

Focus Student 1: English Learner

Focus Student 2: Special Populations

Focus Student 3: Choice

Date:

Summative Assessment (C-8) Part 1
(District student assessment data may be substituted)

DIRECTIONS: Administer the summative assessment. Collect the student responses and follow the process of analysis outlined below. **Attach a copy of the summative assessment and scoring guide.**

1. Sort the student responses into two categories:
Students who scored below grade level
Students who scored at or above grade level
2. For students who scored below grade level, determine their level of performance as:
below basic or basic
far below basic
3. Next, for students who scored at or above grade level, determine their performance level as:
proficient
advanced
4. Record students' names in the respective performance level column below.

BELOW GRADE LEVEL		AT GRADE LEVEL	ABOVE GRADE LEVEL
Far Below Basic	Below Basic or Basic	Proficient	Advanced

Date:

Summative Assessment Reflection (C-8) Part 2

DIRECTIONS: Based on the summative assessment results, respond to the questions below. **Attach copies of the summative level assessment responses for your three focus students.**

1. Review the learning objectives identified on the Essential Components for Instruction document, (C-2, Box 2) and describe the learning outcomes achieved.
2. Reflect on the Essential Components for Instruction document (C-2, Boxes 6, 11, and 12). For students scoring below below basic or far below basic, describe how the following may have impacted their learning:
a. Entry-level Assessment: (Box 6)
b. Instructional Strategies: (Box 11)
c. Modifications/Accommodations: (Box 12)
d. Other:
3. Based on the summative assessment results, respond to the following questions: a. What do you observe in each student's work? b. What does each student's work sample tell you about the effectiveness of the instructional strategies used? c. What are the next steps for each student and why? Attach copies of the summative assessment responses for your three focus students.
Focus Student 1: English Learner
Focus Student 2: Special Populations
Focus Student 3: Choice
4. Given the summative assessment what additional interventions might you provide for students who did not meet the learning goals?
5. What might you anticipate as a need for students who exceeded the learning goals?

Summary of Teaching and Learning



Summary of Teaching and Learning

Participating teachers review the results of inquiries, consider the collection of evidence, identify teaching practices that had the greatest effect on student learning and assess the impact of the formative assessment process on teaching practice.

Summary of Teaching and Learning

- Culminating Questions and Reflection Guide (D-1)
- Reflections on Teaching and Learning documents as a resource (All E documents)

Summary of Teaching and Learning

Sharing Key Insights

- Prepare to share key insights based on local program design

Reflective Conversation

- Use self-assessment and evidence documents as a resource
- Discuss Culminating Questions and Reflections

Written Reflection

- What have you learned about yourself as a teacher?
- What have you learned about your students?
- Describe a piece of evidence that best illustrates a shift you may have made in your teaching.
- What will you investigate or focus on in the next year?

Summary of Teaching and Learning

The formative assessment process provides the opportunity to systematically focus on developing as a professional educator (CSTP Standard 6) in all aspects of teaching. The Summary of Teaching and Learning Module is a holistic reflection on your teaching through a review of the Assessment of Teaching and Learning, Context for Teaching and Learning, and Inquiry into Teaching and Learning Modules.

This reflection captures your progress related to the California Standards for the Teaching Profession, the state-adopted academic content standards for students, and the Induction Program Standards.

STEP ONE

Reflective Conversations

Assessing professional growth over time

I. Reflective conversation

- A. Review the information from the Reflections on Teaching and Learning. Consider the evidence collected during the Context for Teaching and Learning, Assessments of Teaching and Learning, and Inquiry into Teaching and Learning Modules and use the Culminating Questions and Reflections Document (D-1) to navigate through a reflective conversation.

STEP TWO

Written Reflection

Assessing professional growth over time

I. Written reflection

- A. Using the Culminating Questions and Reflections Guide (D-1) identify teaching practices that had the greatest impact on student learning and the progress you made toward your professional growth goals. Meet with your support provider to:
 - Discuss your personal insights about your professional growth
 - Surface additional insights from your collaborative conversation
 - Capture your reflections on the Culminating Questions and Reflections Guide (D-1)

STEP THREE

Sharing Key Insights

Assessing professional growth over time

I. Share key insights

- A. Prepare to share your key insights. Your program director will determine the process and venue for sharing.

Culminating Questions and Reflections Guide (D-1)

Use the following questions to guide your reflection about...

Yourself

- What were your growth goals?
- How would you measure your progress toward meeting those goals?
- How have students benefited from your reflections and the learning that took place in your inquiries?

Your students

- What did you learn about your student's needs?
- What did you learn about differentiating instruction?
- What did your student assessments tell you about your teaching?
- When you made changes in your teaching, what were your expected student outcomes?
- In what ways did you impact student success?
- How did your students progress, compared to what you expected?

Evidence

- Reflect on evidence collected during the three previous modules (Context for Teaching and Learning, and Inquiry into Teaching and Learning, and Assessment of Teaching and Learning) in the following areas:
 - Focus students
 - State-adopted academic content standards for students
 - Instructional strategies
 - Assessments
- Provide evidence of the connections between the subject matter you taught, your instructional strategies, and your assessments.
- Highlight the evidence that best illustrates a change/improvement in your teaching.

Looking Ahead

- What will you investigate or focus upon, during your next year of teaching?
- What led you to choose this area of focus?

Culminating Questions and Reflections Guide (D-1)

DIRECTIONS: Based on your work this year, use evidence to guide your thinking and prepare a written reflection. The key insights captured here may be shared during your program's culminating activity.

1. What have you learned about yourself as a teacher?	2. What have you learned about your students?
3. Describe a piece of evidence that best illustrates a shift you may have made in your teaching.	4. What will you investigate or focus on in the next year?

Reflections on Teaching and Learning (Assessment Toolbox)

Reflections on Teaching and Learning

(Assessment Toolbox)

Teachers' knowledge, skills, and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge our increasingly diverse student populations. Teachers, as life-long learners, must become reflective practitioners, if their expertise and capabilities are to be enriched over time.

The Reflections on Teaching and Learning (Assessment Toolbox) provides reference documents, aligned with the California Standards for the Teaching Profession, and resources to support the Standards of Quality and Effectiveness for Professional Teacher Induction Programs. These documents provide a frame for teachers to:

- Reflect on student learning and teaching practice
- Formulate professional goals to improve teaching practice
- Guide, monitor, and assess the progress of their practice toward professional goals and standards

Formative Assessment for California Teachers

Continuum of Teaching Practice (CTP)

E-1

Pilot Document for 2010 -2011 will be available
from Commission on Teacher Credentialling at
www.ctc.ca.gov

Self-Assessment of CSTP (E-2.1)

DIRECTIONS: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i> , or other aligned assessment, which provides established criteria for each element of the California Standards for the Teaching Profession. After reading the CTP, use collected evidence to assess your current practice by marking the boxes with the appropriate evidence codes (below). * Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience. You will complete this self-assessment at the end of your Assessment of Teaching and Learning Module and following each inquiry.		Initial Self-Assessment					End of Inquiry #					End of Inquiry #				
		Date:					Date:					Date:				
CSTP 1 Engaging and Supporting All Students in Learning	1.1 Using knowledge of students to engage them in learning															
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests															
	1.3 Connecting subject matter to meaningful, real-life contexts															
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs															
	1.5 Promoting critical thinking through inquiry, problem solving and reflection															
	1.6 Monitoring student learning and adjusting instruction while teaching															
CSTP 2 Creating and Maintaining Effective Environments for Student Learning	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully															
	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students															
	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe															
	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students															
	2.5 Developing, communicating, and maintaining high standards for individual and group behavior															
	2.6 Employing Classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn															
	2.7 Using instructional time to optimize learning															

*Evidence codes: TPA Teaching Performance Assessment, PE Prior Experience, CFT Context for Teaching, O Observation, LP Lesson Plans, R Reflection, SW Student Work

Self-Assessment of CSTP (E-2.1)

DIRECTIONS: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i> , or other aligned assessment, which provides established criteria for each element of the California Standards for the Teaching Profession. After reading the CTP, use collected evidence to assess your current practice by marking the boxes with the appropriate evidence codes (below)*. Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience. You will complete this self-assessment at the end of your Assessment of Teaching and Learning Module and following each inquiry.		Initial Self-Assessment					End of Inquiry #					End of Inquiry #					
		Date:					Date:					Date:					
CSTP 3 Understanding & Organizing Subject Matter for Student Learning	3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks															
	3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter															
	3.3	Organizing curriculum to facilitate student understanding of the subject matter															
	3.4	Utilizing instructional strategies that are appropriate to subject matter															
	3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials to make subject matter accessible to all students															
	3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content															
CSTP 4 Planning Instruction and Designing Learning Experiences for All Students	4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction															
	4.2	Establishing and articulating goals for student learning															
	4.3	Developing and sequencing long-term and short-term instructional plans to support student learning															
	4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students															
	4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students															

*Evidence codes: **TPA** Teaching Performance Assessment, **PE** Prior Experience, **CFT** Context for Teaching, **O** Observation, **LP** Lesson Plans, **R** Reflection, **SW** Student Work

Self-Assessment of CSTP (E-2.1)

<p>DIRECTIONS: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i>, or other aligned assessment, which provides established criteria for each element of the California Standards for the Teaching Profession.</p> <p>After reading the CTP, use collected evidence to assess your current practice by marking the boxes with the appropriate evidence codes (below)*. Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience.</p> <p>You will complete this self-assessment at the end of your Assessment of Teaching and Learning Module and following each inquiry.</p>	Initial Self-Assessment Date:					End of Inquiry # Date:					End of Inquiry # Date:				

CSTP 5 Assessing Students for Learning	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments															
	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction															
	5.3 Reviewing data, both individually and with colleagues, to monitor student learning															
	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction															
	5.5 Involving all students in self-assessment, goal setting, and monitoring progress															
	5.6 Using available technologies to assist in assessment, analysis, and communication of student learning															
	5.7 Using assessment information to share timely and comprehensible feedback with students and their families															

CSTP 6 Developing as a Professional Educator	6.1 Reflecting on teaching practice in support of student learning															
	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development															
	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning															
	6.4 Working with families to support student learning															
	6.5 Engaging local communities in support of the instructional program															
	6.6 Managing professional responsibilities to maintain motivation and commitment to all students															
	6.7 Demonstrating professional responsibility, integrity, and ethical conduct															

*Evidence codes: **TPA** Teaching Performance Assessment, **PE** Prior Experience, **CFT** Context for Teaching, **O** Observation, **LP** Lesson Plans, **R** Reflection, **SW** Student Work

Self-Assessment of Pedagogy (E-2.5)

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Guide Conversation Guide - Pedagogy (E-3.5).

Pedagogy (IPS 5)

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction, beyond what was demonstrated for the preliminary credential. They utilize the state-adopted academic content standards for students and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions, as appropriate, based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

DIRECTIONS: Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom.

Reflection Planning Prompts:

- **Learning Environment** *How do I create a well-managed, safe and healthy learning environment?*
- **Assessment** *How do I use multiple measures to monitor students' progress toward meeting the state-adopted academic content standards for students?*
- **Technology** *How do I use technology to assess, plan, and deliver instruction?*

Initial Self-Assessment Date/Comments:

Revisit Date(s)/Comments:

Final Self-Assessment Date/Comments:

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Guide - Universal Access: Equity (E-3.6).

Universal Access (IPS 6)

Equity for All Students

To ensure the protections provided under California Education Code, participating teachers design and implement equitable learning opportunities in safe and inclusive environments that maximize academic achievement for students from a variety of ethnic, socio-economic, cultural, academic, and linguistic backgrounds; students regardless of gender and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and work to minimize bias in classrooms, schools and larger educational systems using culturally responsive pedagogical practices.

Participating teachers collaborate and communicate with students, colleagues, resource personnel, and families and utilize school, district, and/or community resources including technology-related tools to maximize the full range of learners' equitable access to meet or exceed the State-adopted, academic content standards.

DIRECTIONS: Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom today.

Reflection Planning Prompts:

- **Learning Opportunities** *How do I support students from all ethnic, racial, socio-economic, cultural, academic, and linguistic backgrounds; regardless of gender, gender identity, and sexual orientation?*
- **Teaching Practice** *How do I use culturally responsive teaching practices to overcome the effects of bias on my students?*
- **Collaboration** *How do I communicate with students, colleagues, resource personnel and families to provide equitable access to the state-adopted academic content standards for students?*

Initial Self-Assessment Date/Comments:

Revisit Date(s)/Comments:

Final Self-Assessment Date/Comments:

☐ FORMTEXT ☐ ☐

Self-Assessment of Universal Access: Teaching English Learners (E-2.6a)

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Guide - Universal Access: English Learners (3.6a).

Universal Access (IPS 6)

a) Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

DIRECTIONS: Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom today.

Reflection Planning Prompts:

- **Assessment** How do I use measures of English language proficiency to make instructional decisions?
- **Instruction** How do I support my students' development of academic language and English language development?
- **Differentiated Instruction** How do I differentiate instruction based on my students' culture, levels of acculturation, proficiency in English, and/or prior schooling?

Initial Self-Assessment Date/Comments:

Revisit Date(s)/Comments:

Final Self-Assessment Date/Comments:

Self-Assessment of Universal Access: Teaching Special Populations (E-2.6b)

DIRECTIONS: With your support provider, discuss the standard below, referencing any information discovered when reviewing the Conversation Guide - Universal Access: Special Populations (E-3.6b).

Universal Access (IPS 6)

b) Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

DIRECTIONS: Read and review evidence collected (Context for Teaching and Learning, observations, student work) and describe how you are applying this standard to your classroom today.

Reflection Planning Prompts:

- | | |
|--|---|
| ▪ Collaboration | How do I collaborate with special services personnel to ensure that the assessed needs of students are met? |
| ▪ Modifications/Accommodations | How do I instruct special populations, including advanced learners (e.g., varying curriculum, depth and complexity, and/or using technology)? |
| ▪ Behavioral Support Strategies | How do I recognize students' strengths and needs and use positive behavioral strategies to meet the needs of all students? |

Initial Self-Assessment Date/Comments:

Revisit Date(s)/Comments:

Final Self-Assessment Date/Comments:

Conversation Guide (E-3.1)

Class, School, District and Community

DIRECTIONS: With a support provider, discuss the prompts below. The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Participating Teacher:		Grade Level/Subject:
Profile Components: Class, School, District, Community		
Collecting	Contextualizing	Extending
<input type="checkbox"/> A-1 Class Profile	<ul style="list-style-type: none"> What information does the profile provide that aids me in designing and delivering instruction? How does my class profile compare with the school's Accountability Report Card, API and AYP scores? In what ways do I adjust my lesson delivery to ensure all students have access to the core curriculum? 	<ul style="list-style-type: none"> How does the make-up of my classroom influence my choice of instructional strategies and teaching methods, classroom activities, groupings, etc.?
<input type="checkbox"/> A-2 Classroom Layout	<ul style="list-style-type: none"> What factors did I consider when designing my initial classroom layout? What choices did I make when designing the seating arrangement? What changes might I need to make, based on my initial experiences? 	<ul style="list-style-type: none"> How does my classroom layout influence student engagement? What classroom layout best meets both my teaching style and my students' learning needs?
<input type="checkbox"/> A-3 School and District Information/ Resources	<ul style="list-style-type: none"> What implications will the school-wide discipline plan (e.g., tardy and attendance policies, office referrals) have on my classroom management plan? What are the responsibilities of staff and school-wide committees (e.g., Leadership, Site Council, Safety, and Technology) and how can they help me with materials, students, and curriculum questions? How do teachers and staff work together to improve the school's AYP and API scores? What is the calendar for grade level/department meetings? What is my role on this team? 	<ul style="list-style-type: none"> How does the school's culture reflect the home culture of the students in my classroom? How do the various programs offered at the school/district reflect the mission statement?
<input type="checkbox"/> A-4 Home/School Communication	<ul style="list-style-type: none"> What strategies am I using to ensure positive communication with my students and their families? 	<ul style="list-style-type: none"> How can I best communicate with hard-to-reach parents and families? What adjustments will I make to be more accessible to parents and families (i.e., before and/or after school)?
<input type="checkbox"/> A-5 Site Orientation Checklist	<ul style="list-style-type: none"> What expectations do my site administrators have of me? What evidence might a site administrators observe in my classroom that reflects and promotes student learning? 	<ul style="list-style-type: none"> How does the formal evaluation by my site administrator align with my work in BTSA Induction? How could my support provider help me in this area?
<input type="checkbox"/> A-6 Community Map	<ul style="list-style-type: none"> Where are the local community services (police station, fire station and hospital) located? What is the procedure for contacting them in an emergency? What community resources (libraries, tutoring, recreation programs, and parks) are available to support my students? What community services are offered regarding safety, health, and well-being (medical clinics, counseling services, etc.)? 	<ul style="list-style-type: none"> How does my student and school population compare to the community's makeup? In what ways does the school's geographic location influence student safety, health, and well-being? How do I ensure that my classroom is a safe place for all student populations? How might the community influence student learning?

Conversation Guide – Pedagogy (E-3.5)

DIRECTIONS: With a support provider, discuss the prompts below. The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Participating Teacher:	Grade Level/Subject:	
Profile Components: Pedagogy		
Collecting	Contextualizing	Extending
<input type="checkbox"/> School Calendar	<ul style="list-style-type: none"> How do calendared events (assemblies, testing) influence teaching and learning in my classroom? How can I make optimal use of instructional time? 	<ul style="list-style-type: none"> How do I allocate my instructional time to implement the instructional program? How might I adjust my instructional time in response to unexpected calendar changes? How can I generalize the impact of the calendar on instruction?
<input type="checkbox"/> Standards for Student Behavior/ Classroom Rules/Discipline Plan	<ul style="list-style-type: none"> How do these rules provide a fair and respectful climate for student learning? 	<ul style="list-style-type: none"> How do I help my students take ownership for establishing and maintaining a fair and respectful climate for student learning? What are some examples of how that is taking place in my classroom?
<input type="checkbox"/> Initial Parent/Student Communication	<ul style="list-style-type: none"> How do I use my Back to School Night presentation to discuss learning, identify classroom, and academic goals, and build relationships with my students' parents and families? What can I learn about my students from their parents and families? How do I use computer applications (grading programs, letters home) to communicate with parents and families regarding grades? 	<ul style="list-style-type: none"> What steps have I taken to establish a learning partnership with my students' families? (After completing the Community Map, A.6), how does a greater understanding of the community aid communication with my students' family? How is the feedback received from my communication with parent and families informing my future instructional practice?
<input type="checkbox"/> Instructional Materials (teacher edition, student texts, support materials, enrichment)	<ul style="list-style-type: none"> What professional development is available to support my subject-matter focus? How can I access available training for my content area? Are my materials appropriate and sufficient? 	<ul style="list-style-type: none"> How am I incorporating new learning received from training into my lesson design and delivery? How does my collaboration with other grade level/department teachers influence my use of instructional materials and delivery of instruction? How does the instructional material provide the basis for differentiating instruction?
<input type="checkbox"/> Pacing Guide/ Curriculum Map/ Scope and Sequence	<ul style="list-style-type: none"> How can I group my students to use instructional time efficiently? What impact does the calendar have on my pacing guide/ curriculum map/ scope and sequence? 	<ul style="list-style-type: none"> What are some strategies my colleagues and I use to ensure students are actively engaged in appropriately designed instruction? How do my colleagues and I address students who are "falling behind" the learning of others?
<input type="checkbox"/> Data program to use for determining report card grades	<ul style="list-style-type: none"> How do I use the data to diagnose the greatest areas of learning needs of my students? How do I determine report card grades? 	<ul style="list-style-type: none"> Describe how collaboration with colleagues could result in increased learning for the range of learners?
<input type="checkbox"/> Student Strengths (See Class Profile)	<ul style="list-style-type: none"> What strategies do I use to identify student strengths? How do I use student strengths to support their learning? 	<ul style="list-style-type: none"> How do I enable my students to recognize and use their strengths to take ownership of their own learning?

Conversation Guide - Universal Access: Equity (E-3.6)

DIRECTIONS: With a support provider, discuss the prompts below. The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Participating Teacher:	Grade Level/Subject:	
Profile Components: Universal Access • Equity		
Collecting	Contextualizing	Extending
<input type="checkbox"/> Refer back to Class Profile (A.1)	<ul style="list-style-type: none"> What are the background experiences, languages, and skills/abilities represented by the students in my classroom? How can I use this information to better connect with my students 	<ul style="list-style-type: none"> What steps can I take to eliminate any bias I might bring to my classroom and provide equal access to the core curriculum?
	<ul style="list-style-type: none"> What flexible learning groups might I use to meet my students' learning needs? What effect will groupings have on my students' ability to meet state-adopted academic content standards? 	<ul style="list-style-type: none"> Considering the types of learners in my classroom, which strategies have I identified for a broad application and which one can I keep in mind for specific learners? How do I consistently monitor and adjust teaching strategies to meet the needs of all students?
	<ul style="list-style-type: none"> What are ways I can ensure that my classroom and practice provides positive images and positive language that mirrors the population diversity of my county and state as required under California Education Code? 	<ul style="list-style-type: none"> In what ways have I effectively accessed district resources to support me in deepening my development of culturally responsive teaching practice?
	<ul style="list-style-type: none"> How will I positively acknowledge all my students' families (two-parent, single parent and other)? How will I communicate with all my students' families? 	<ul style="list-style-type: none"> How does knowledge about family structure influence my relationship with students and families relative to student learning?

Conversation Guide - Universal Access: English Learners (E-3.6a)

DIRECTIONS: With a support provider, discuss the prompts below. The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Participating Teacher:	Grade Level/Subject:	
Profile Components: Universal Access • Teaching English Learners		
Collecting	Contextualizing	Extending
<input type="checkbox"/> Identification of EL students' home language	<ul style="list-style-type: none"> What resources are available to assist me in communicating with parents and families who do not speak English? What might I need to have prepared in a language other than English to ensure support for the student? 	<ul style="list-style-type: none"> How might knowledge of additional resources increase my ability to communicate with families and influence in instructional planning?
<input type="checkbox"/> Testing results from CST and CELDT	<ul style="list-style-type: none"> What state/district/school policies influence my EL instruction? What assessment information is available to me to aid my instructional planning for all students? How do I assess English Learners to ensure they have access to the core curriculum? How can technology assist me in accessing and analyzing data for greater understanding of my student needs? 	<ul style="list-style-type: none"> How do I analyze assessment information to plan instruction so that all students gain mastery of curricular standards? How do I adapt my lessons to meet the needs of students who are differing CELDT performance levels?
<input type="checkbox"/> School/grade level assessments used for EL students.	<ul style="list-style-type: none"> How do I use the information from assessments to plan instruction to ensure all students gain mastery of curriculum and content standards? 	<ul style="list-style-type: none"> How do I assess English Learners to ensure they have access to the core curriculum?
<input type="checkbox"/> Adopted EL instructional materials	<ul style="list-style-type: none"> How can I use materials to effectively support my EL students? 	<ul style="list-style-type: none"> What support do I need to increase my understanding of and assist EL students in their learning of the curriculum and content standards?
<input type="checkbox"/> An examination of state ELD standards	<ul style="list-style-type: none"> How will I use ELD standards to support English language development? 	<ul style="list-style-type: none"> In what ways can I use flexible groups in my classroom in order to provide ELD instruction?
<input type="checkbox"/> Technology resources that accompany my instructional program	<ul style="list-style-type: none"> How do I use the electronic learning resources to support instruction and to connect to the standards? How many students have access to email & internet at home? How will I adjust my teaching to provide for those who do not? 	<ul style="list-style-type: none"> How am I using technology in lessons to increase students' understanding of standards? How am I using and adapting lessons to develop students' informational literacy and problem-solving skills?

Conversation Guide - Universal Access: Special Populations (E-3.6b)

DIRECTIONS: With a support provider, discuss the prompts below. The information gathered will help guide your classroom decision-making and identification of areas for future inquiry. The discussion will lead your thinking into graduated levels of depth and complexity. **Collecting** asks you to assemble information. **Contextualizing** asks you to apply the knowledge to your classroom practice. **Extending** invites you to deepen your thinking.

Participating Teacher:	Grade Level/Subject:	
Profile Components: Universal Access • Teaching Special Populations		
Collecting	Contextualizing	Extending
<input type="checkbox"/> Identification of my Class Profile students who have: <ul style="list-style-type: none"> ○ Health Problems ○ Individual Education Plans ○ SST Interventions ○ 504 Plans ○ Been identified Gifted & Talented 	<ul style="list-style-type: none"> • What information am I required to monitor on an ongoing basis for my special needs students' IEP and SST interventions? • What learning strategies do I use to support my special needs students in meeting <ul style="list-style-type: none"> ○ Goals/benchmarks ○ SST interventions ○ 504 plans ○ The needs of students who are Gifted and Talented? 	<ul style="list-style-type: none"> • How will I ensure that all my students, including those with special needs and those who are gifted and talented, are integrated into the social fabric of the classroom? • How do I assess the strengths of students with disabilities and of students who are gifted and talented and use this information to plan instruction that supports all students in meeting curricular standards?
<input type="checkbox"/> Student Study Team Procedure	<ul style="list-style-type: none"> • What is the process my school uses to identify and refer students for special education services? • What is the purpose of the student study team (SST)? • How do I work with the SST? • What are my responsibilities after a SST? 	<ul style="list-style-type: none"> • What is the relationship between my school's student study team and my school's special education plan (RtI²)? • In what ways do I monitor my ability to provide modifications and accommodations and their impact on my students?
<input type="checkbox"/> Site resources available to meet the needs of special populations.	<ul style="list-style-type: none"> • What is my legal and ethical responsibility in regards to a student's individual education plan process? • What personnel, equipment, and assistive technologies are available at my site to support my special needs students' learning? • How do I access these resources to support my special needs students' learning? 	<ul style="list-style-type: none"> • How do I determine which resources are appropriate for any given situation? • How do I work with special education personnel to best provide services for students?
<input type="checkbox"/> Technology resources that accompany my instructional program	<ul style="list-style-type: none"> • How do I use the electronic learning resources to support instruction and to connect to the standards? • How am I using technology in lessons to increase students' understanding of standards? 	<ul style="list-style-type: none"> • How do I know that students are developing information literacy and problem-solving skills?

Resources

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	
1.1	Using knowledge of students to engage them in learning
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
1.3	Connecting subject matter to meaningful, real-life contexts
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5	Promoting critical thinking through inquiry, problem solving, and reflection
1.6	Monitoring student learning and adjusting instruction while teaching

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	
3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3	Organizing curriculum to facilitate student understanding of the subject matter
3.4	Utilizing instructional strategies that are appropriate to the subject matter
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING	
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3	Reviewing data, both individually and with colleagues, to monitor student learning
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5	Involving all students in self-assessment, goal setting, and monitoring progress
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning
5.7	Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5	Developing, communicating, and maintaining high standards for individual and group behavior
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7	Using instructional time to optimize learning

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2	Establishing and articulating goals for student learning
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR	
6.1	Reflecting on teaching practice in support of student learning
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4	Working with families to support student learning
6.5	Engaging local communities in support of the instructional program
6.6	Managing professional responsibilities to maintain motivation and commitment to all students
6.7	Demonstrating professional responsibility, integrity, and ethical conduct

Glossary And Acronyms

Academic Content Standards - Standards designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Academic Performance Index (API) - A numeric index (or scale) that ranges from a low of 200 to a high of 1000; measures the academic performance and growth of schools; a school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year.

Action Research - A systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry [McCutcheon, G. & Jung, B. (1990)]; a process in which participating teachers examine their teaching practice using the techniques of research. By using research procedures, teachers learn to resolve teaching challenges.

Adequate Yearly Performance (AYP) - A statewide accountability system mandated by the No Child Left Behind Act of 2001 that requires each state to ensure that all schools and districts make Adequate Yearly Progress.

Advancement Via Individual Determination (AVID)
A college preparatory program for students who are often economically disadvantaged and underachieving; AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families; and targets students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard.

Assessment of Teaching and Learning - A FACT module designed for participating teachers to compare and contrast the outcomes and processes of teacher preparation programs with those of Induction programs; to help participating teachers discern strengths and areas for growth that will be used in subsequent inquiries of teaching practice; and to identify resources and types of support needed to develop and implement their Individual Induction Plan. During this module, participating teachers consider their prior knowledge and skills from teacher preparation.

Beginning Teacher Support & Assessment (BTSA) - A state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) designed to support the professional development of newly-credentialed beginning teachers and help them fulfill the requirements for the California Clear Multiple and Single Subjects Credentials, and most recently the Education Specialist Credential. **California Department of Education**

(CDE) - The state agency that coordinates the work of public schools in California; the core purpose of the CDE is to lead and support the continuous improvement of student achievement, with a specific focus on closing achievement gaps. The CDE jointly administers the BTSA program with the CTC.

California English Language Development Test (CELDT) - A test that measures the English language development of English language learners in listening, speaking, reading, and writing; any pupil whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency with the test within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

California Formative Assessment & Support System for Teachers (CFASST) - The formative assessment system used in California since 1996; CFASST was replaced with FACT.

California Standards for the Teaching Profession (CSTP) - Standards based on current research and expert advice pertaining to best teaching practice; the CSTP are organized around six interrelated categories of teaching practice and represent a holistic, developmental view of teaching. They are intended to meet the needs of diverse teachers and students in California. The CSTP are defined and explicated in the Standards Booklet.

Closure Conference - An evidence-based dialogue between participating teachers and support providers at the conclusion of each FACT Inquiry.

Colloquium - An event during which people come together to share and learn; a gathering of scholars.

Commission on Teacher Credentialing (CTC) - The state agency that establishes policy and regulations for teacher education and credentialing in California; CTC jointly administers the BTSA program with the California Department of Education. The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct, and professional growth of the educators who serve California's public schools.

Context for Teaching and Learning - A module of FACT in which participating teachers learn about their teaching environment and the resources and challenges it offers them and their students. With a support provider, participating teachers will discuss

prompts focused on their classroom, school, district, and community. The information gathered will guide classroom decision-making and help identify areas for professional growth.

Continuum of Teaching Practice (CTP) - One of the state's assessment tools for FACT, the CTP defines levels of teaching performance on each of the six Standards of the CSTP.

District Assistance Intervention Team (DAIT) - A team whose focus is at the district level; providers both investigate and recommend corrective actions for improving teaching and learning.

English Learner (EL) - "...a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English..." *Education Code* Section 306.

Evidence - Data produced by participating teachers, support providers, or students that documents a teacher's performance and can be linked directly to one or more of the elements of the CSTP and/or Induction Program Standards.

Formative Assessment - 1. A process of professional judgment used to determine an individual's level of performance in a particular area based on evidence, standards, and criteria; 2. Is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, reflection together with a trained support provider about evidence, using specific criteria, and may be presented as evidence for clear credential completion.

Formative Assessment for California Teachers (FACT) - A reflective assessment and support system designed to help participating teachers develop their practice. The purpose of formative assessment is to improve teaching as measured by each standard of the *California Standards of the Teaching Profession* (CSTP) and in relation to the state-adopted academic content standards for students, performance levels for students, and the Induction Program Standards. Formative assessment is an ongoing learning process that follows the cycle of plan, teach, reflect and apply. FACT is designed to assist in meeting the learning needs of students while helping participating teachers grow as professionals and feel greater confidence as teachers.

Foundations - Components that FACT is built upon: *California Standards for the Teaching Profession* (CSTP), state-adopted academic content standards for students, Induction Program Standards, and evidence.

Framework - Curriculum frameworks describe and define the content and instructional program teachers are expected to deliver in a subject matter at each grade level.

Gifted and Talented Education (GATE) - Provides funding for local educational agencies to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools that have been identified as gifted and talented. Special efforts are made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities. Authorized by *Education Code* (EC) sections 52200-52212.

Individualized Education Plan (IEP) - A detailed, structured plan of action that informs and guides the delivery of instruction and related services for the student with identified special needs; is an agreement between stakeholders that supports the academic, emotional, and behavioral growth of a student with identified special needs. Teachers are legally accountable to follow the goals and adaptations that are written in the IEP.

Individual Induction Plan (IIP) - A plan that builds upon participating teachers' assessed strengths and needs, defines goals, and outlines specific action plans for facilitating growth and development. Support providers collaborate with participating teachers in its development and implementation. IIPs are based in part on formative assessment results, and are reconsidered and revised according to participating teachers' emerging needs. IIP primarily address the unique needs of participating teachers including consideration of their prior preparation and experience, and may include common topics and activities for all participants in the program. Participating teachers experience an integrated system of support and assessment through implementation of the IIP.

Induction - A clearly specified process for making clear credential recommendations; verifies that participating teachers complete all requirements before recommending them for the credential.

Induction Program Standards (IPS) - Establish the expectations of the Commission, the State Board of Education, and the Superintendent of Public Instruction for new teacher induction. Only induction programs that meet these standards may recommend candidates for clear teaching credentials.

Inquiry into Teaching and Learning - 1. A research-based cycle of standards-focused (CSTP, state-adopted academic content standards for students, Induction Program Standards) processes to explore an area of teaching practice. In collaboration with a support provider, participating teachers will assess their practice against a set of specific criteria and select a focus area. Within the cycle participating teachers gather information, collaborate with colleagues, develop an action **plan**, **implement** that plan, **reflect** on collected evidence, and **apply** new learning to future practice. 2. A FACT module that includes these cycles and processes.

Institutes of Higher Education (IHE) - Colleges and Universities.

K-W-O Chart - Designed to elicit participating teachers' input for the observation process. Participating teachers record: "What I already **know** about my classroom practice," "What I **want** to know about my classroom practice," and "What I want my support provider to **observe**." Support providers use this information to guide data collection during the observation.

Memorandum of Understanding (MOU) - Lists all requirements/expectations for various stakeholder groups and is used to form partnerships for professional development experiences between BTSA programs and IHEs.

Module - A short course of study that is combined with others to form a larger structure or system.

Observation - 1. A process in which trained support providers observe participating teachers as they teach, collecting evidence of participating teachers' teaching practice and students' learning; support providers record what the students and teachers say and do. The observation may be formal or informal. In an informal observation, there is no shared lesson plan or a pre-conference. In a formal observation, participating teachers share lesson plans with support providers before the lesson and meet with support providers after the lesson to reflect on it and analyze student work generated to inform future practice. 2. A process in which participating teachers observe colleagues to gain information about teaching practice. Support providers often attend with participating teachers to strengthen the process.

Participating Teacher (PT) - An educator who is new to the teaching profession, teaching on a preliminary credential; or, an educator who is teaching on a preliminary credential who was prepared out of state and has less than five years of experience; or, an educator teaching on an intern credential; an educator participating in a BTSA induction program for the purpose of accumulating evidence of professional growth in relation to the state-adopted academic content standards for students, CSTP and Induction Program Standards; and will submit evidence of completion of individual induction plans, and documentation of completion of clear credential requirements to the BTSA Induction program in order to be recommended for the clear credential.

Plan, Teach, Reflect, Apply Cycle (PTRA) - A process that provides a way for participating teachers and support providers to identify teaching strengths and areas for growth based on the California Standards for the Teaching Profession, the K-12 state-adopted academic content standards for students, and Induction Program Standards. This cycle was adapted from William Deming's cognitive action cycle; PTRA is embedded in the FACT system.

Processes - A series of actions directed toward a particular aim that produce change or further development of a teacher's practice.

Professional Learning Communities (PLC) - Teams of professionals who collaborate around student data and work interdependently to refine instructional practices and improve student; working interdependently in learning communities:

- Provides equal access (equity or universal access) to quality teaching by strengthening each teacher's practice through collaboration, coaching, and shared planning; ends teacher isolation (thus reducing burnout).
- Helps teachers "work smarter" by sharing the

tasks of analyzing data, creating common assessment tools, and devising other strategies for both students who struggle and those who need more challenge.

- Enables teachers on grade level (interdisciplinary) teams to devise lessons that teach reading and writing across the curriculum.
- Provides teacher professional growth and job satisfaction through intellectual renewal, new learning, and cultivation of leadership skills.

Reflection - The act of stepping back and taking a fresh look at one's practice and how it is affecting student learning. Reflection is the key to growth, the means of recapturing experiences in order to learn from them. Reflection is built into each FACT module and Induction Program Standard activity.

Reflective Conversation - A structured conversation between support providers and participating teachers, focused on teaching issues, completed for the purpose of enhancing teaching practice.

Response to Instruction and Intervention (Rti²)
A process that considers a student's response to research-based intervention as part of the evaluation procedure for eligibility for special education services.

Researched-based Instructional Practices
Scientifically-based instructional methods that equip teachers with tools that help them better reach children, avoid burnout, and improve their classrooms' culture of learning and achievement. These practices bring the best teaching approaches and programs to children who might fail without them. They challenge children and interest them in learning, setting them on the path to success in school and in life. They have achieved proven results in a variety of classrooms across the nation.

School Assistance Intervention Team (SAIT) - A team of educators with specific expertise in improving reading/language arts and mathematics achievement in low-performing schools, created to investigate and provide intensive support to state-monitored schools in improving student learning. Schools deemed as state-monitored receive federal funding to support costs of activities to implement the Corrective Actions to areas identified by the School Assistance & Intervention Team.

School Accountability Report Card (SARC) - Information provided annually by California public schools to the community; allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics.

Skill Building - The continued development of teachers' pedagogical knowledge, higher level thinking skills, and classroom-based strategies to improve their instructional practice.

Summary of Teaching and Learning - A FACT module that is composed of a reflection on the participating teachers' teaching year; through this process, participating teachers review the results of inquiries, consider the collection of evidence, identify teaching practices that had the greatest effect on student learning, and assess the impact of the formative assessment process on teaching practice.

Support Provider (SP) - Has an awareness of beginning teacher development; is willing to participate in support provider training; is willing to engage in formative assessment processes; is willing to discuss assessment information and share instructional ideas and materials with participating teachers; has effective interpersonal skills and is willing to work collaboratively with participating teachers; has demonstrated a commitment to their own professional growth and learning; and, is an excellent professional role model.

Special Education (SPED, Sp. Ed.) - Instruction that is specially designed to meet the unique needs of a child with a disability—at no cost to parents. Specially designed instruction means adapting the content, methodology, or delivery of instruction:

- To meet the unique needs of the student with a disability
- To ensure access to the general education curriculum so a student can meet educational standards that apply to all children within the jurisdiction of the public agency

Special Populations - Students who have been identified with one or more of the thirteen disability categories defined by Individuals with Disabilities Education Act (IDEA); students who are identified as gifted and/or talented (GATE); students who have been identified by the CELDT as English Learners (EL). At least one focus student must be identified as a special populations student.

Student Study Team, Student Success Team (SST) - A site-based, collaborative team of teachers, specialists, parents, and the student who meet to focus on the needs of the student and create a path to successful learning. The SST illustrates how teachers can work with local expertise, students, and parents to develop tactics that empower students to play an active role in their education. Thoughtful implementation of Student Success Plans can mean the difference between a student "slipping through the cracks" and successfully learning the curriculum.

Teaching Performance Assessment (TPA) – An assessment of teaching performance designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance.

Teaching Performance Expectations (TPE) - A set of outcomes specifically for teacher preparation candidates; much like the California Standards for the Teaching Profession, Teaching Performance Expectations address multiple, overlapping knowledge

and skill domains, and provide the basis for course design and assessment for candidates.

Universal Access (UA) - Is intended to ensure that all students must have equal access to high quality curriculum and instruction to comply with federal and state laws so that students may meet or exceed state content standards. Under federal regulations, states must ensure universal access to a standards-based education for special education students. The requirement stipulates that teacher and district-wide assessments and classroom assignments must be universally accessible. If students have processing difficulties or if they lack specific academic vocabulary, school personnel must make reasonable accommodations.

504 Plan - Based on a civil rights law that prohibits discrimination against individuals with disabilities, Section 504 ensures that a child with a disability has equal access to an education. Students with 504 plans may have adaptations and/or modifications to their general education plan. Teachers are legally accountable to follow the requirements of 504 plans.

Acronyms

API	Annual Performance Index	SAIT	School Assistance Intervention Team
AVID	Advancement Via Individual Determination	SARC	School Accountability Report Card
AYP	Adequate Yearly Performance	SP	Support Provider
BTSA	Beginning Teacher Support & Assessment	SPED/SpEd	Special Education
CDE	California Department of Education	SST	Student Study Team, Student Success Team
CELDT	California English Language Development Test	TPA	Teaching Performance Assessment
CFASST	California Formative Assessment & Support System for Teachers	TPE	Teaching Performance Expectations
CSTP	California Standards for the Teaching Profession	UA	Universal Access
CTC	Commission on Teacher Credentialing		
CTP	Continuum of Teaching Practice		
DAIT	District Assistance Intervention Team		
EL	English Learners		
FACT	Formative Assessment for California Teachers		
GATE	Gifted and Talented Education		
IEP	Individualized Education Plan		
IHE	Institutes of Higher Education		
IIP	Individual Induction Plan		
IPS	Induction Program Standards		
MOU	Memorandum of Understanding		
PT	Participating Teacher		
PTRA	Plan, Teach, Reflect, Apply		
RTI²	Response to Instruction and Intervention		

SOURCES OF EVIDENCE

Documentation Source	Code
Teaching Performance Assessments	TPA
Evidence of Prior Experience	PE
Context for Teaching and Learning	CFTL
Observation	O
Lesson Plans (Essential Components for Instruction)	LP
Reflection	R
Student Work	SW